

MEMORANDUM

April 17, 2017

TO: Adam Stephens
Officer, Advanced Academics

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **VANGUARD PROGRAM EVALUATION: 2015–2016**

According to Section 29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students* (G/T) forms the basis of program accountability for state-mandated services for G/T students. In the Houston Independent School District, G/T students were served through one of two program designs: Board-approved Vanguard Magnet or Vanguard Neighborhood. Attached is the evaluation report summarizing the effectiveness of the Vanguard Program during the 2015–2016 school year.

The state plan outlines three different performance measures that may be viewed as a continuum: In Compliance, Recommended, and Exemplary. There are five components that are addressed in the plan: Student Assessment, Program Design, Curriculum and Instruction, Professional Development, and Family-Community Involvement. In 2007–2008, HISD implemented fourteen Vanguard Standards that were aligned to the five components of the *Texas State Plan*. The evaluation report centered on measuring the effectiveness of the Vanguard Program based on the state's five components and comparing year nine of implementation of the Vanguard Standards with baseline data from 2006–2007. The Vanguard program supports the district's strategic direction by supporting initiatives 1 and 3 by having an effective teacher in every classroom and rigorous instructional standards and supports.

Key findings include:

- In 2015–2016, a total of 32,200 students attending 264 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 16.1 percent of the district K–12 population, representing a slight **decrease** from 16.6 percent in 2014–2015.
- When comparing the demographic profile of those participating in the Vanguard Program to the district's demographic profile, African American, Hispanic, and economically disadvantaged students were **underrepresented**, while White and Asian students were **overrepresented**.
- For 2016, a total of 11,637 Advanced Placement (AP) exams were taken by 5,143 G/T students and 51.4 percent of the scores were three or higher on a scale of one to five, showing an **increase** in participation rates of 25.6 percentage points from 2007.
- There was an **increase** in all subjects over the past three years for advanced levels of performance on the English version of the STAAR for G/T students in grades 3–8. Advanced level of performance for first-time testers on the STAAR End-of-Course exams ranged from 33 percent in English I and English II to 69 percent in Algebra I for 2016.
- On the fall 2015 PSAT results for eleventh grade, 1,972 or 96.3 percent of eleventh grade G/T students took the PSAT, and 81.5 percent met the Evidenced-Based Reading and Writing (ERW) final College and Career Readiness (CCR) Benchmark of 460 or higher and 63.5 percent met the mathematics final CCR Benchmark of 510 or higher.

- For the 2014–2015 school year, a total of 1,772 G/T students or 97.6 percent of the 2015 G/T graduating class took the SAT and 48.1 percent met the TEA standard of 1110 or higher (critical reading or mathematics).
- For the 2014–2015 school year, a total of 755 G/T students or 41.6 percent of the 2015 G/T graduating class took the ACT and 65.4 percent met the TEA standard of 24 or higher (composite).

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.



The image shows a handwritten signature in black ink, which appears to read "Carla J. Stevens". A horizontal line is drawn through the signature. To the right of the line, the initials "CJS" are written in a smaller, clean font.

Attachment

cc: Grenita Lathan
Chief School Officers
Lance Menster
Annie Wolfe



RESEARCH

Educational Program Report

VANGUARD PROGRAM FINDINGS
RELATED TO STATE COMPLIANCE
2015–2016



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VANGUARD PROGRAM EVALUATION

FINDINGS RELATED TO STATE COMPLIANCE, 2015–2016

Executive Summary

Program Description

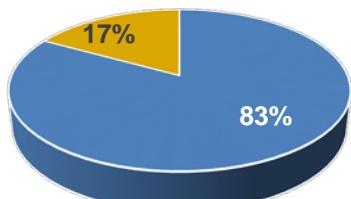
According to the Texas Education Code §29.121 and the Houston Independent School District (HISD) Board Policy, Gifted and Talented (G/T) students are “those identified by professionally qualified persons, who perform at, or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. These are students who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Students capable of high performance include those with demonstrated achievement and/or high potential ability in any of the following areas:

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership;
- Excels in a specific academic field (Houston Independent School District, 2015a, p. XXIV-1). ”

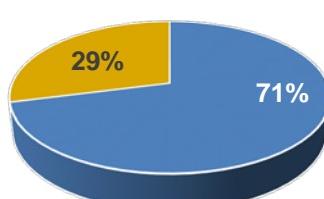
The *Texas State Plan for the Education of Gifted/Talented Students* (herein referred to as the Texas State Plan) represents the accountability plan for measuring the performance of districts in providing state-mandated services to students identified as G/T (Texas Education Agency, 2009). The State Board of Education approved revisions in September 2009. The Texas State Plan outlines three different performance measures that may be viewed as a continuum: *In Compliance*, *Recommended*, and *Exemplary*. All districts are required to meet the accountability measures set forth under the *In Compliance* category. In addition, the state plan is to serve as a guide for improving program services. To accomplish this, districts and campuses may review the recommended and exemplary measures to improve student services that are not mandated (Texas Education Agency, 2009).

The purpose of this evaluation was to comply with state mandates requiring school districts to evaluate the effectiveness of the Vanguard Program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the Vanguard Program operated in compliance with the policies and procedures developed by the legal and administrative authorities as well as the District’s 14 G/T Standards approved by the Board of Education on March 8, 2007 (**Table 1**, p. 23). The score card reflecting the degree to which HISD’s Vanguard Program adheres to the Texas State Plan is provided in **Appendix A** (pp. 33–37). In addition, the 2010 National Association for Gifted Children (NAGC) released their programming standards, and these have been aligned to the Texas State Plan (Johnsen, 2011). The Vanguard Program supports the district’s strategic direction by having an effective teacher in every classroom and rigorous instructional standards and supports. Specific measures of compliance include the following five components of the Texas State Plan:

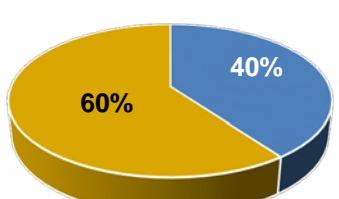
1. Student Assessment (align to HISD Vanguard (G/T) Standards 2, 3, 4, and 13) (**Figure 1a**, p. 2),
2. Service Design (align to HISD Vanguard G/T Standards 1, 5, 11, 13, and 14) (**Figure 1b**, p. 2),
3. Curriculum and Instruction (align to HISD Vanguard G/T Standards 6, 7, 8, and 13) (**Figure 1c**, p. 2),
4. Professional Development (align to HISD Vanguard G/T Standards 9, 10, and 13) (**Figure 1d**, p. 2), and,
5. Family/Community Involvement (align to HISD Vanguard G/T Standards 12 and 13) (**Figure 1e**, p. 2).

Figure 1a-1e. Texas State Plan Continuum Score Card Summary, 2015–2016 Evaluation Results**a. Student Assessment**

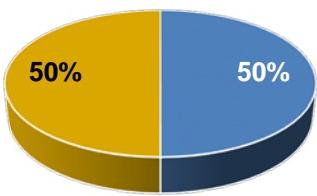
- In Compliance
- Out-of-Compliance

b. Service Design

- In Compliance
- Out-of-Compliance

c. Curriculum & Instruction

- In Compliance
- Out-of-Compliance

d. Professional Development

- In Compliance
- Out-of-Compliance

e. Family & Community Involvement

- In Compliance
- Out-of-Compliance

Source: Texas State Plan Score Card, Appendix A

Key Findings:

- In 2015–2016, a total of 32,200 students attending 264 elementary, middle, and high schools participated in the district's Vanguard Program, reflecting 16.1 percent of the district K–12 population, representing a .5 percentage point **decrease** from 16.6 percent in 2014–2015.
- When comparing the demographic profile of those participating in the Vanguard Program to the district's demographic profile, African American, Hispanic, and economically disadvantaged students were **underrepresented**, while White and Asian students were **overrepresented**.
- For 2016, G/T students overwhelmingly met satisfactory levels of performance on STAAR English and Spanish versions in all subject areas; advanced levels of performance on the STAAR English version ranged from 40 percent in science to 55 percent in mathematics and on the STAAR Spanish version advanced levels of performance ranged from 36 percent in mathematics to 54 percent in writing.
- For 2016, first-time G/T testers on the STAAR End-of-Course exams scored 69 percent in Algebra, 54 percent in biology, 33 percent in English I, 33 percent in English II, and 60 percent in U.S. History at the **advanced level** of performance.
- For 2016, a total of 11,637 Advanced Placement (AP) exams were taken by 5,143 G/T students and 51.4 percent of the scores were three or higher on a scale of one to five, showing an **increase** in participation rates of 25.6 percentage points from 2007.

- In May of 2016, 332 HISD G/T students took a total of 938 International Baccalaureate (IB) examinations, where 50.7 percent scored a four or above on a scale from one to seven. This reflects a **decrease** in participation of 40 students from 2015.
- On the fall 2015 redesigned PSAT results for eleventh grade, 1,972 or 96.3 percent of eleventh grade G/T students took the PSAT, and a total of 1,608 or 81.5 percent met the Evidence-Based Reading and Writing (ERW) final College and Career Readiness (CCR) Benchmark of 460 or higher and 1,253 or 63.5 percent met the math final (CCR) Benchmark of 510 or higher.
- For the 2014–2015 school year, a total of 1,772 G/T students or 97.6 of the 2015 G/T graduating class took the SAT and 48.1 percent met the TEA standard of 1110 or higher (critical reading and mathematics).
- For the 2014–2015 school year, a total of 755 G/T students or 41.6 percent of the 2015 G/T graduating class took the ACT and 65.4 percent met the TEA standard of 24 or higher (composite).
- Based on the Vanguard Standards Review form returned by 157 elementary and 73 secondary campuses, there were 226 elementary teachers at 57 campuses and 247 secondary teachers at 37 campuses who were not G/T trained, but taught G/T students during the 2015–2016 school year.
- Based on the percentage of items in compliance on the Texas State Plan Score Card, of the five components, percentages ranged from 25 percent for professional development to 83 percent for student assessment.

Recommendations

1. For a more equitable program for underrepresented groups, consideration should be given to using a defensible, published identification system, incorporating published rating scales (e.g. *Scales for Identifying Gifted Students (SIGS)*), expanding program services (i.e. language development, creative, the arts, and leadership), and having parents opt-out of the program rather than opt-into the program.
2. In accordance with TEC §§11.251–11.253 of the Texas State Plan, provisions to improve services to gifted/talented students as well as the results of this evaluation should be reflected in the district and campus improvement plans.
3. Align program services with the assessments given.
4. Develop personalized Gifted Education Plans by school detailing how schools plan to meet the individual academic needs of each gifted student, establish campus-based committees to help identify gifted students and develop and carry out the personalized plans, and create a centralized database so that progress and rigor can be monitored and evaluated.
5. Ensure that all employees who make district-level decisions regarding the Vanguard (G/T) Program meet the professional development standards outlined in the Texas State Plan, including Board Members, since the board of trustees of a school district has the responsibility to ensure that the district or school complies with all applicable state educational programs (TEC §7.028). The *Elementary and Secondary G/T Training Administrator and Teacher Development Forms* should be available electronically so they could be accessed and monitored.
6. Consideration should be given to create Vanguard Neighborhood G/T Centers, similar to Newcomer Centers, so that Vanguard Neighborhood schools have a critical mass of G/T students.
7. Update and align HISD Vanguard Standards with the 2010 Pre-K–Grade 12 Gifted Programming Standards released by the National Association for Gifted Children (NAGC) and the State Plan, including outcome measures and evidence-based best practices and educator professional

development (i.e. identifying G/T characteristics of underrepresented groups, teacher recommendation form/rating scales, and administration of assessments).

Introduction

In the Houston Independent School District, G/T students are served through one of two program designs: Board-approved Vanguard Magnet or Vanguard Neighborhood. Vanguard Magnet programs (K–12) are designed to serve G/T students, who excel in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. Vanguard Magnet programs provide a learning continuum that is differentiated in depth, complexity, and pacing in the four core areas (reading/language arts, mathematics, social studies, and science). Students have the opportunity to work with their cognitive peers.

The Vanguard Magnet is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. In 2015–2016, the program served students at the following Board-approved locations:

- Jewel Askew (K–4), Edna Carrillo, Lorenzo De Zavala, Gary Herod, Oak Forest, River Oaks, Theodore Roosevelt, William Travis, and Windsor Village elementary schools;
- Frank Black, Luther Burbank, Alexander Hamilton, and Bob Lanier middle schools;
- Thomas Horace Rogers School; and
- Andrew Carnegie Vanguard High School.

Vanguard Neighborhood programs (K–12) are designed to provide services for G/T students at their neighborhood schools or for non-zoned G/T students on a valid transfer (other than Vanguard Magnet transfers) that meet the criteria for identification established by district guidelines. Vanguard Neighborhood K–12 programs provide a learning continuum that is differentiated in depth, complexity, and pacing in the four core content areas (reading/language arts, mathematics, social studies, and science). All qualified students are served in their Vanguard Neighborhood program because there are no program enrollment goals or qualification distinctions (tiers) in the admission process. All G/T students on the campus are served in G/T classes with appropriately trained/qualified teachers.

The Vanguard Neighborhood program is designed for G/T students who excel in general intellectual ability, in combination with creative/productive thinking and/or leadership ability. The Texas Education Agency (TEA) requires that all kindergarten students have the opportunity to apply for Vanguard Neighborhood during the fall semester, and if qualified, provided services by March 1 of their kindergarten year. To address the different needs of the participating schools, decisions regarding the instructional delivery model are made at the campus level (Houston Independent School District, 2015a).

Other Program/School Options

Other educational opportunities available to all students as well as those identified as G/T included:

- Montessori program, Grades K–5,
- International Baccalaureate Primary Years Programme (IBPYP) Grades K–5,
- International Baccalaureate Middle Years Programme (IBMYP) Grades 6–10,
- Pre-International Baccalaureate (Pre-IB) Classes Grades 9–10,
- International Baccalaureate (IB) Degree Programme Grades 11–12,
- AP Spanish Language for Native Spanish Speakers Grade 8,
- Pre-Advanced Placement (Pre-AP) program Grades 6–10,
- College Board Advanced Placement (AP) program Grades 9–12,
- Dual Credit Grades 9–12 and,
- High School for Performing and Visual Arts (HSPVA) Grades 9–12.

Methods

Data Collection and Analysis

- Quantitative and qualitative data were collected from a variety of sources including student demographic databases, program documentation, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. Appendix B (pp. 38–39) summarizes the methods used in detail.

Data Limitations

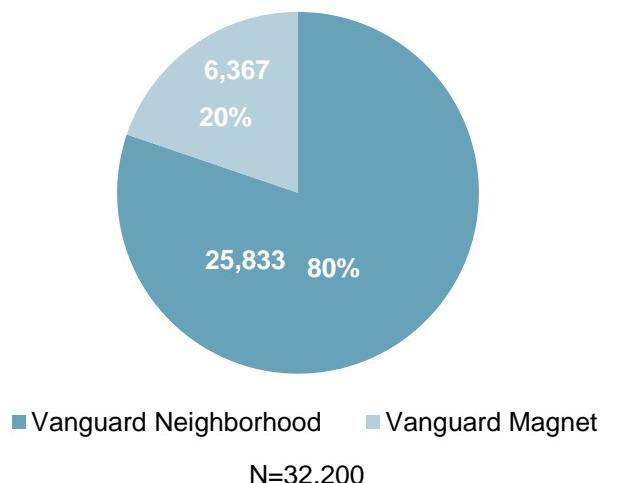
- For a detailed description of the limitations in using e-TRAIN, the Vanguard Standards Review, and the Public Education Information System (PEIMS) data files, see Appendix B, p. 39.

Results

What program options were provided to G/T students during the 2015–2016 school year, and how does current implementation compare to the Board-approved G/T Standards?

- In HISD, 32,200 G/T students were served through two different program designs, Vanguard Magnet or Vanguard Neighborhood. Out of 281 schools in HISD, 264 campuses identified G/T students based on Fall PEIMS Snapshot data. Of the 264 campuses with G/T identified students, 249 campuses offered a Vanguard Neighborhood program (K–12), 15 campuses offered a Vanguard Magnet program (K–12), and ten campuses did not have a Vanguard program for their G/T students.
- For 2015–2016, out of a total of 32,200, 25,833 G/T students participated in the Vanguard Neighborhood program (K–12) compared to 6,367 G/T students who participated in the Vanguard Magnet program. When comparing the percentage of G/T students enrolled by program, 80 percent of G/T students were served through the Vanguard Neighborhood program (K–12), while 20 percent of the G/T students were served through the Vanguard Magnet program (**Figure 1**).

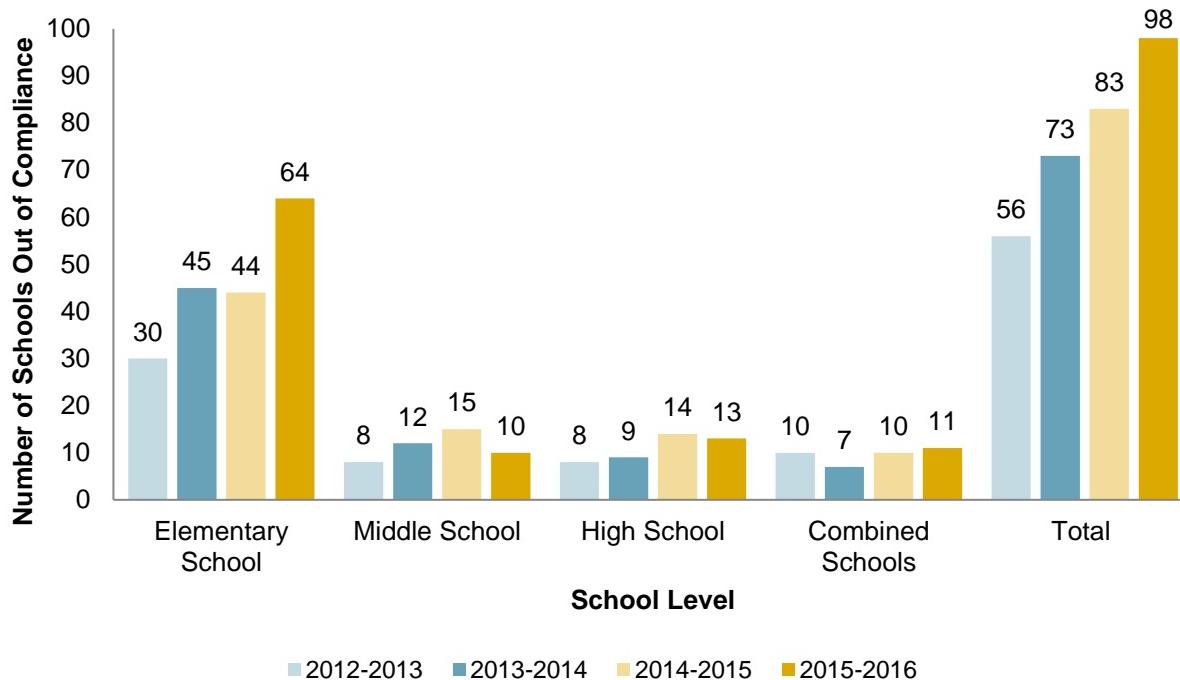
Figure 1. Number of G/T Students by Program Design, 2015–2016



Source: Fall PEIMS Snapshot, 2015

- According to the Texas State Plan, G/T students served in the regular classroom need to work together as a group (minimum of 3) (Texas Education Agency, 2009; Texas Education Agency, 2007–2015). For 2015–2016, there were 98 elementary and secondary campuses that identified fewer than three G/T students for at least one grade level. When comparing 2014–2015 to 2015–2016, there was an **increase** in the number of campuses that had fewer than three G/T students for at least one grade level from 83 to 98 (**Figure 2**). It is not clear if and/or how services were provided.
- In 2015–2016, the number of schools serving G/T students with fewer than three G/T students by grade level ranged from 10 middle schools to 64 elementary schools (Figure 2). A list of G/T enrollment by campus, and grade level, is provided in Appendix C, pp. 40–45.

Figure 2. Number of Schools with Fewer than 3 G/T Students Identified for at Least One Grade Level, 2012–2013 to 2015–2016



Source: Fall PEIMS Snapshot, 2012–2013 to 2015–2016

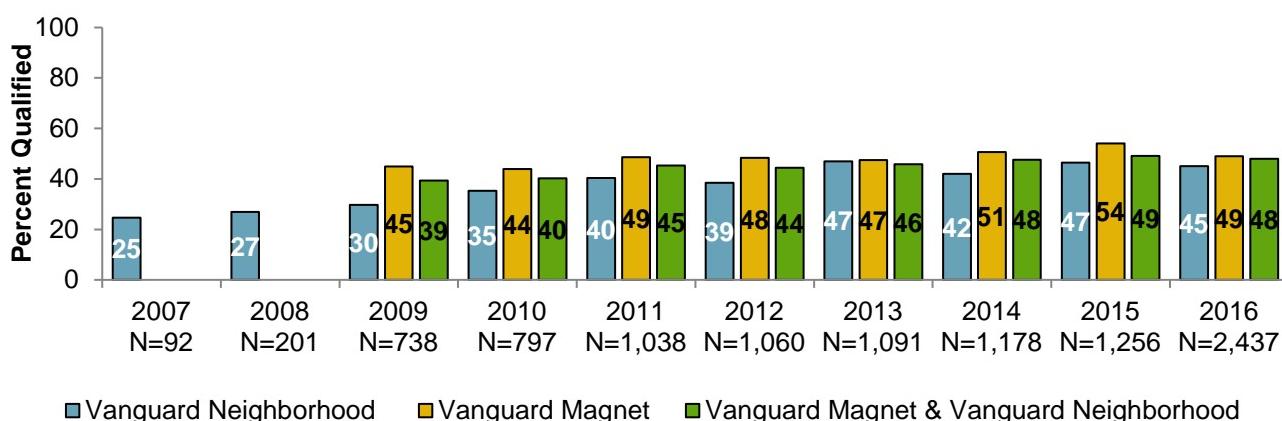
- Campuses were required to send a Vanguard Standards Review form to their School Support Officer and Advanced Academics Department showing their instructional delivery model for approval. Data from 157 elementary campuses were compiled to determine how schools planned to implement their G/T instructional model. Out of the 157 elementary campuses that submitted a Vanguard Standards Review Worksheet, 155 campuses (98.7 percent) used cluster classes, 1 campus (0.6 percent) used homogeneous classrooms, and 17 (10.8 percent) used a combination of cluster and homogeneous classrooms.
- Based on the Vanguard Standards Review form returned by 157 elementary and 73 secondary campuses, there were 226 elementary teachers at 57 campuses and 247 secondary teachers at 37 campuses who were not G/T trained, but taught G/T students during the 2015–2016 school year.

What evidence was there that the instruments and procedures for G/T identification met the standards in the Texas State Plan, and how will implementation of the Board-approved G/T standards continue to ensure equity of opportunity?

G/T Enrollment

- For the 2015–2016 school year, a total of 32,200 students were identified as G/T compared to the district enrollment of 199,813 (Grades K–12). In 2006–2007, a total of 24,376 students were identified as G/T compared to the district enrollment of 186,907. The G/T percentage for the district has **increased** from 13.0 percent in 2006–2007 to 16.1 percent in 2015–2016. However, there has been a .5 percentage point decline from 16.6 percent in 2014–2015 (**Table 2**, p. 24).
- When comparing the G/T percentages by grade level from 2006–2007 to 2015–2016, **increases** occurred for all grade levels with the exception of high school (grades 10–12), where G/T percentages declined by 3.3 percentage points for tenth grade, 2.8 percentage points for eleventh grade, and 2.6 percentage points for twelfth grade (Table 2, p. 24).
- The **increase** in the percentage of G/T kindergarten students for 2015–2016 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2016. When these students enrolled in the district during the 2016–2017 school year, the students identified as G/T were coded on the PEIMS database for the fall and the schools received funding (Table 2, p. 24).
- The percentage of qualified 4-year old students identified from neighborhood schools **increased** from 25.0 percent in 2007 to 45.0 percent in 2016, and magnet schools **increased** from 45.0 percent in 2009 to 49.0 percent in 2016. However, there was a decline for both programs compared to the previous year (**Appendix D**, pp. 46–47 and **Figure 3**).
- In 2015–2016, a total of 31 Vanguard Neighborhood or early childhood centers and 10 Vanguard Magnet campuses participated in the entering kindergarten assessment program (**Appendix D**, pp. 46–47).

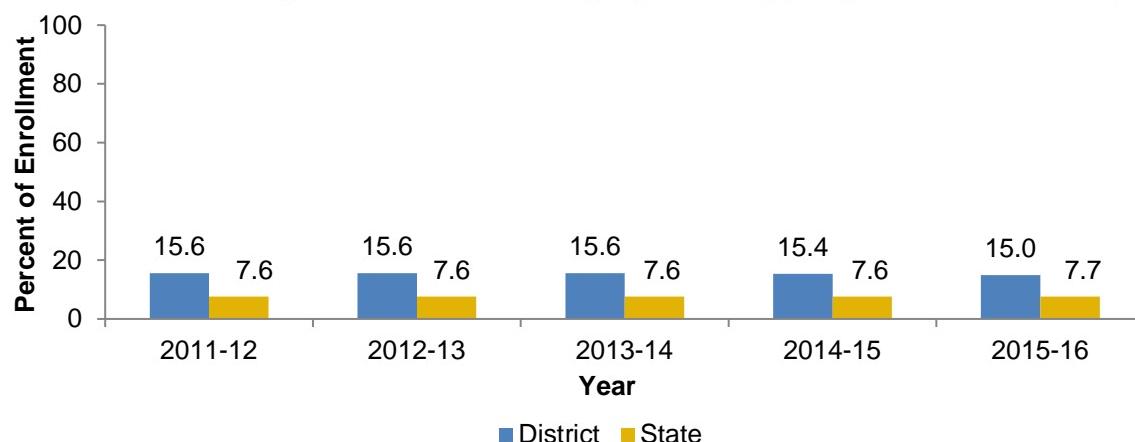
Figure 3. Percent of Qualified 4-year Old Students Entering Kindergarten Vanguard Program, 2006–2007 to 2016–2017



Source: Advanced Academics, Summary of Entering Kindergarten Data file, 2015–2016; Vanguard Program Evaluation Report, 2014–2015

- The percentage of G/T students identified at the state level increased slightly to 7.7 percent from 7.6 percent, where it had remained over the past four years. Comparisons to the state include Early Childhood students in the enrollment counts. Therefore, the percentages are lower than those calculated using only kindergarten through grade 12 (**Figure 4**).
- When comparing state G/T enrollment over the five-year period, rates have remained stable. The percentage of G/T students identified at the district level ranged from 15.6 percent for 2011–2012 to 15.0 percent in 2015–2016 (Figure 4).
- When comparing district G/T enrollment over the five-year period, the G/T percentage for the district exceeded that of the state by 8.0 percentage points for 2012–2013 to 2013–2014, and decreased to 7.3 percentage points in 2015–2016 (Figure 4).

Figure 4. District Percentage of G/T Enrollment Slightly Declining (Early Childhood included)

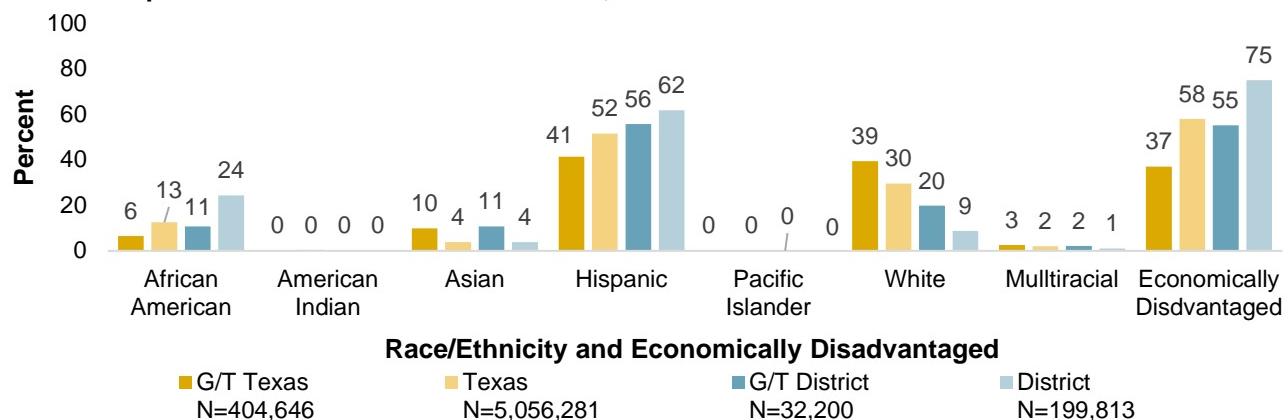


Source: Academic Excellence Indicator System (AEIS): 2011–12; Texas Academic Performance Reports (TAPR): 2012–13 to 2015–16

- African American students comprise 24.4 percent of the total HISD population in grades K–12. These students represent 11.4 percent of the G/T population reflecting an **underrepresentation** of African American students by 13.0 percentage points (**Table 3**, p. 25).
- Hispanic students comprise 61.7 percent of the total HISD population in grades K–12. These students represent 55.7 percent of the G/T population reflecting an **underrepresentation** of Hispanic students by 6.0 percentage points (**Table 3**, p. 25).
- While economically disadvantaged students comprise 75.2 percent of the total HISD population in grades K–12, these students represent 55.2 percent of the G/T population reflecting an **underrepresentation** of economically disadvantaged students by 20.0 percentage points (**Table 3**, p. 25).
- Since 2006–2007, underrepresentation has **decreased** for Hispanic, female, male, Bilingual, English Language Learners (ELL), Economically Disadvantaged, and Special Education students by at least one percentage point (**Table 3**, p. 25).

- Since 2006–2007, overrepresentation has **decreased** for White, Asian, and female students (Table 3, p. 25).
- African American and Hispanic students apply for Vanguard Magnet schools at **disproportionately lower** rates than they are represented in the HISD kindergarten and entering sixth grade populations by -8.1, -37.7, -8.0 and -10.3 percentage points, respectively (**Table 4**, p. 26).
- For kindergarten applicants, 48.7 percent of African American and 52.6 percent of Hispanic students who were identified as G/T during the universal assessment in 2015–2016, accepted, and enrolled in an HISD school for the 2016–2017 school year. As of September 9, 2016, 64.9 percent of the African American and 85.6 percent of Hispanic students who accepted and enrolled in the district were identified as G/T on the Chancery Student Management System. This may, in part, be attributed to parents who did not opt-in for G/T services (**Table 5**, p. 27).
- For sixth grade, 34.5 percent of African American and 58.5 percent of Hispanic students who were identified as G/T during the universal assessment in 2015–2016, accepted, and enrolled in an HISD school for the 2016–2017 school year. As of September 9, 2016, 95.5 percent of African American and 94.8 percent of Hispanic students who accepted and enrolled in the district were identified as G/T on the Chancery Student Management System. This may, in part, be attributed to parents who did not opt-in for G/T services (Table 5, p. 27).
- When comparing the racial/ethnic percentages of G/T students in the Vanguard Magnet program only with those districtwide, the data indicate that Hispanic and African American students are **underrepresented** in the program as a whole; whereas, White and Asian students are **overrepresented** (**Table 6**, p. 28).
- When examining the racial/ethnic composition of G/T students by Vanguard Magnet school, the percentage of African American students ranged from 1.0 percent at De Zavala to 42.7 percent at Windsor Village. For Hispanic students, the percentages ranged from 14.0 percent at TH Rogers ES/MS to 98.5 at De Zavala. The percentage of White students ranged from 0.0 percent at Roosevelt and De Zavala to 59.6 percent at Travis, while the percentage of Asian students ranged from 0.0 at Carrillo to 54.2 percent at TH Rogers ES/MS (Table 6, p. 28).
- A total of 39.1 percent of the Vanguard Magnet students were considered to be economically disadvantaged, although this figure varied across campuses from a low of 8.7 at River Oaks Elementary School to a high of 93.1 at Burbank Middle School (Table 6, p. 28).
- Demographic characteristics comparing the G/T student population of the district to the state shows the same inequity for African American, Hispanic, and economically disadvantaged students for the 2015–2016 school year. There is an **overrepresentation** of Asian and White students and an **underrepresentation** of African American, Hispanic, and economically disadvantaged students for both the district and the state (**Figure 5**, p. 11).

Figure 5. Demographic Characteristics Comparing Gifted and Talented to the K-12 Student Population of the District and the State, 2015–2016

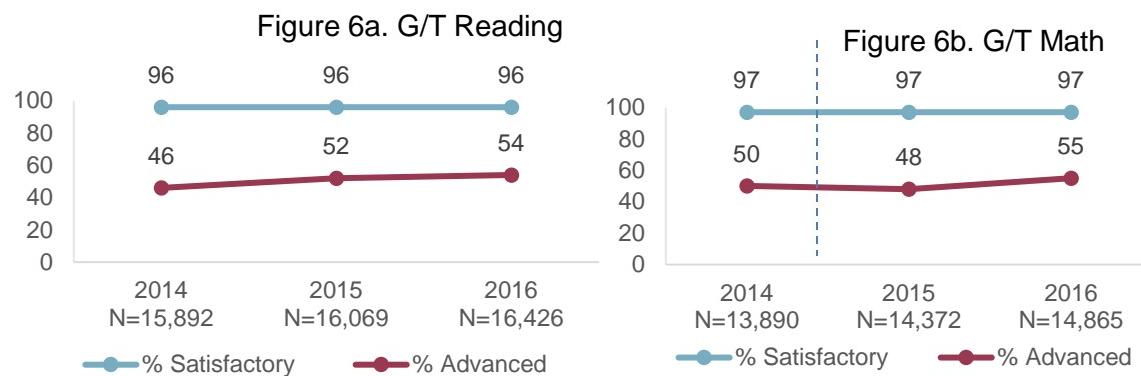


Source: Texas Education Agency, Enrollment Trends, Enrollment in Texas Public Schools, 2015–2016; Fall PEIMS Snapshot, 2015

What evidence existed to document positive student performance trends for students participating in the gifted program?

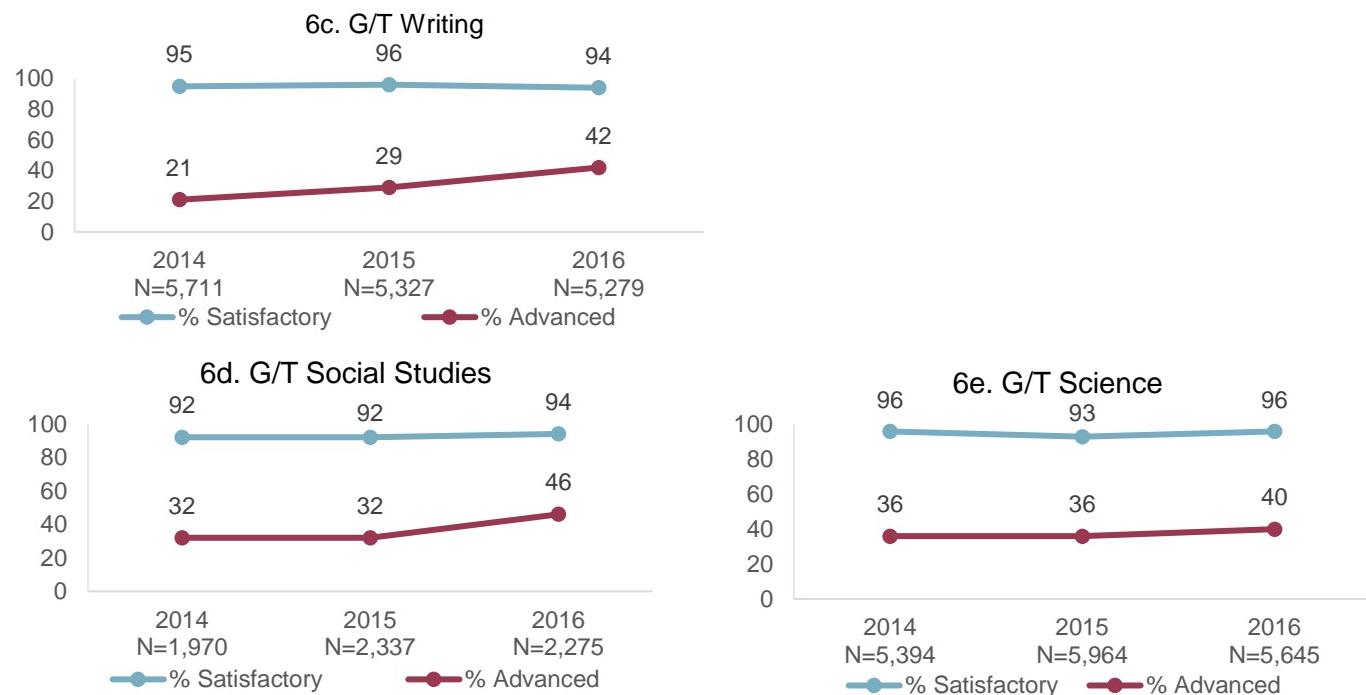
- According to HISD Vanguard (G/T) Standard 8—Student Success (Expectations), G/T students were expected to perform above grade level on an achievement test. This was operationalized by looking at the percentage of students that scored at the advanced level on the State of Texas Assessments of Academic Readiness (STAAR) (**Table 7**, p. 29).
- Figures 6a–6e** summarize the percent of G/T students in grades 3–8 scoring at the satisfactory and advanced level on the STAAR English reading, math, writing, science, and social studies exams. Over the past three years, there was an **increase** in percent of G/T students who met the advanced level for all five exams.

Figures 6a–6b. English G/T STAAR 3–8 Increases in All Subjects at the Advanced Level, 2014–2016



Source: STAAR Data files, 2016; G/T flag was used from the Chancery extract 5/9/2016; Vanguard Program Findings Related to State Compliance, 2014–2015 and 2013–2014

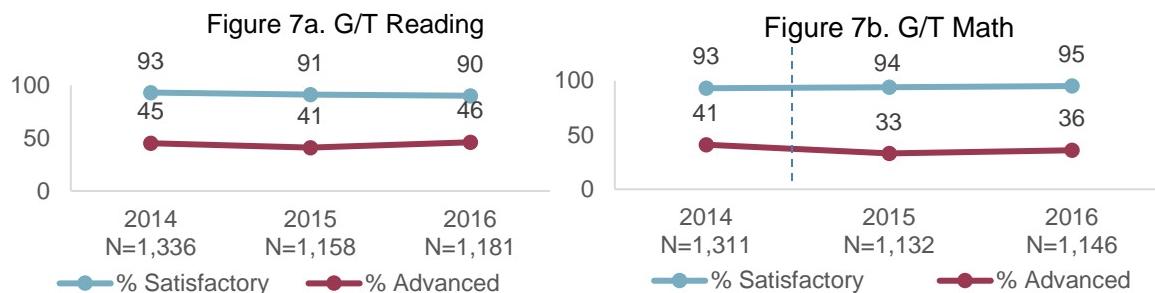
Note: 2015 math results are not comparable to prior years due to different standards. The Percent Satisfactory standard used in 2014 and 2015 was increased to the Level II Satisfactory 2016 progression standard. First administration only. STAAR results only. Does not include Accommodated, L, M, Alternate, or Alternate 2.

Figures 6c–6e. English G/T STAAR 3–8 Increases in All Subjects at the Advanced Level, 2014–2016

Source: STAAR Data files, 2016; G/T flag was used from the Chancery extract 5/9/2016; Vanguard Program Findings Related to State Compliance, 2014–2015 and 2013–2014

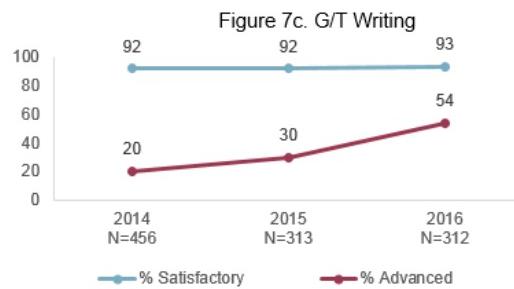
Note: The Percent Satisfactory standard used in 2014 and 2015 was increased to the Level II Satisfactory 2016 progression standard. The writing tests were redesigned in 2016 from having students produce two essays to one essay. STAAR results only. Does not include Accommodated, L, M, Alternate, or Alternate 2.

- Figures 7a–7c summarize the percent of G/T students in grades 3–5 scoring at the satisfactory and advanced level on the STAAR Spanish reading, math, and writing exams.
- For 2016, G/T students in grades 3–5 scored satisfactory performance results ranging from 90 percent on the STAAR Spanish reading to 95 percent on the STAAR Spanish math. However, at the advanced level, results ranged from 36 percent on the STAAR Spanish math to 54 percent on the STAAR Spanish writing (Figure 7a–7c and Table 8, p. 29).

Figures 7a–7b. Spanish G/T STAAR 3–5 Increases in All Subjects at the Advanced Level, 2014–2016

Source: STAAR Data files, 2016; G/T flag was used from the Chancery extract 5/9/2016; Vanguard Program Findings Related to State Compliance, 2014–2015 and 2013–2014

Note: 2015 math results are not comparable to prior years due to different standards. The Percent Satisfactory standard used in 2014 and 2015 was increased to the Level II Satisfactory 2016 progression standard. First administration only. STAAR results only; does not include Accommodated, L, M, Alternate, or Alternate 2 results.

Figures 7c. Spanish G/T STAAR 3–5 Increases in All Subjects at the Advanced Level, 2014–2016

Source: STAAR Data files, 2016; G/T flag was used from the Chancery extract 5/9/2016; Vanguard Program Findings Related to State Compliance, 2014–2015 and 2013–2014

Note: The Percent Satisfactory standard used in 2014 and 2015 was increased to the Level II Satisfactory 2016 progression standard. The writing tests were redesigned in 2016 from having students produce two essays to one essay. STAAR results only; does not include Accommodated, L, M, Alternate, or Alternate 2 results.

- For 2016, 10,611 G/T students were first-time testers on at least one of the five STAAR End-of-Course exams. Since students may take more than one end-of-course exam, this reflects a duplicated count.
- Over the past three years, student performance increased or remained the same when looking at the percent of G/T students who met the Satisfactory standard for all five EOC exams (**Figures 8a–8e**). Note that the standard increased from 2015 to 2016 making it more difficult to pass the test.
- When comparing 2014 to 2016, there was an **increase** in percent of G/T students who met the advanced level for all five exams (Figure 8a–8e).
- For 2016, the lowest percentage of students scoring in the satisfactory range was associated with the English II exam, where 96 percent of G/T test-takers scored satisfactory and 33 percent scored at the advanced performance level (Figure 8e).
- Algebra I reflected the exam for which the highest percentage of G/T students scored advanced (69 percent), and 100 percent of G/T students scored satisfactory on the Biology and U.S. History End-of-Course exams, reflecting the highest percentage for the 2016 Satisfactory standard (Figures 8a–8e and **Table 9**, p. 29).

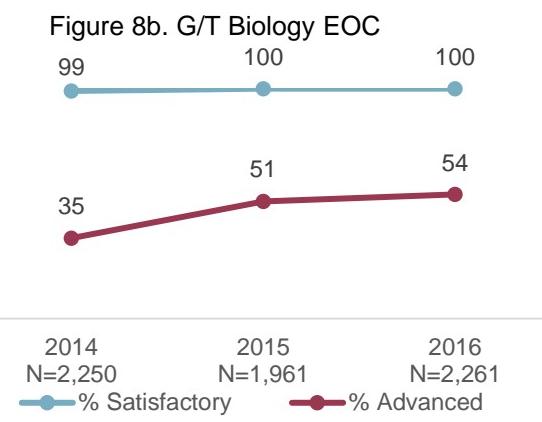
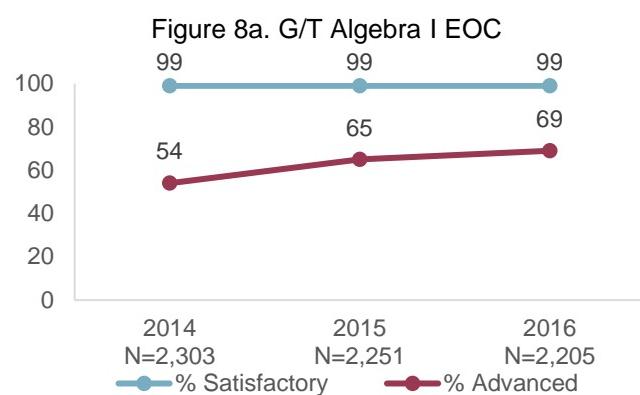
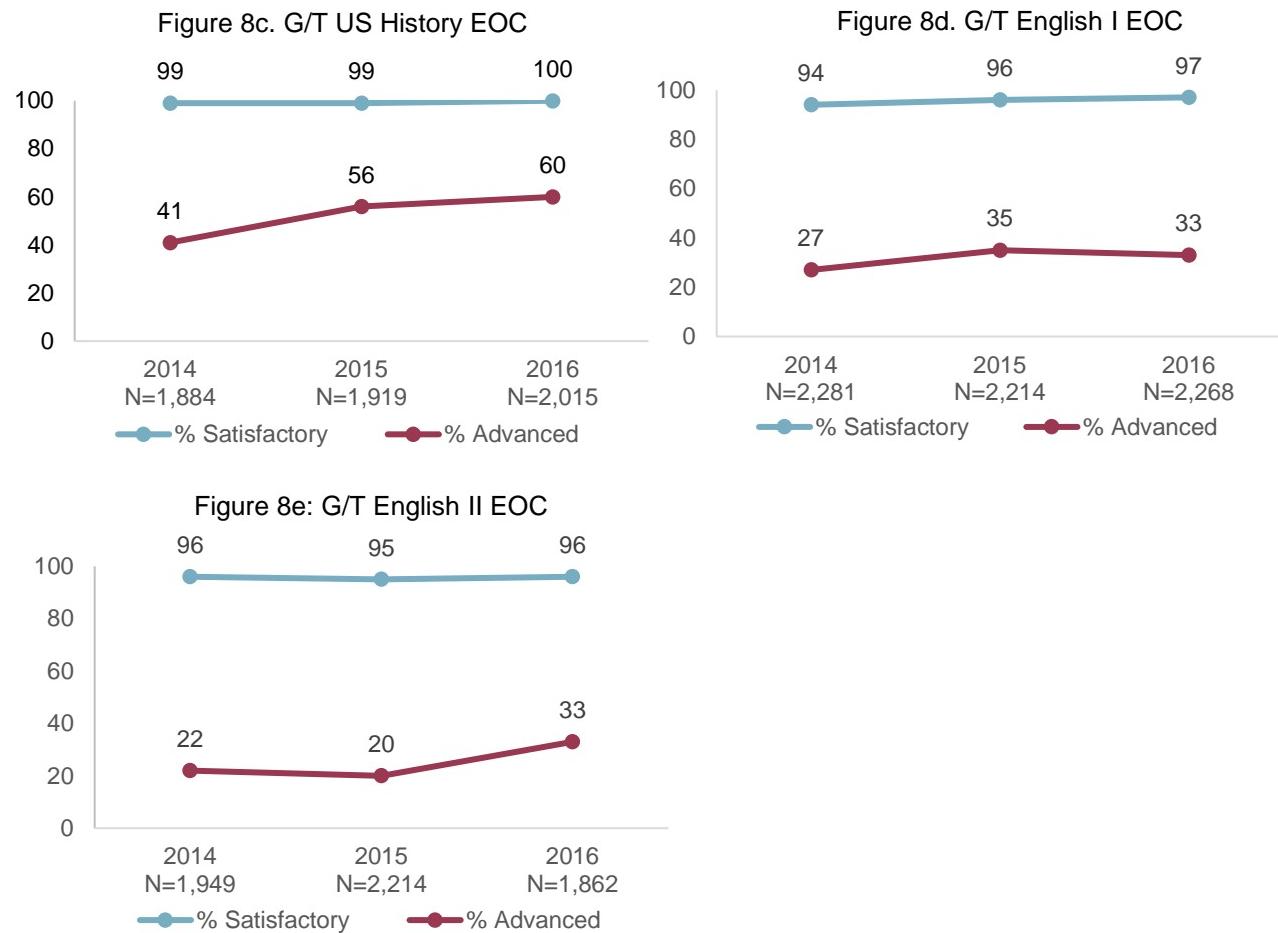
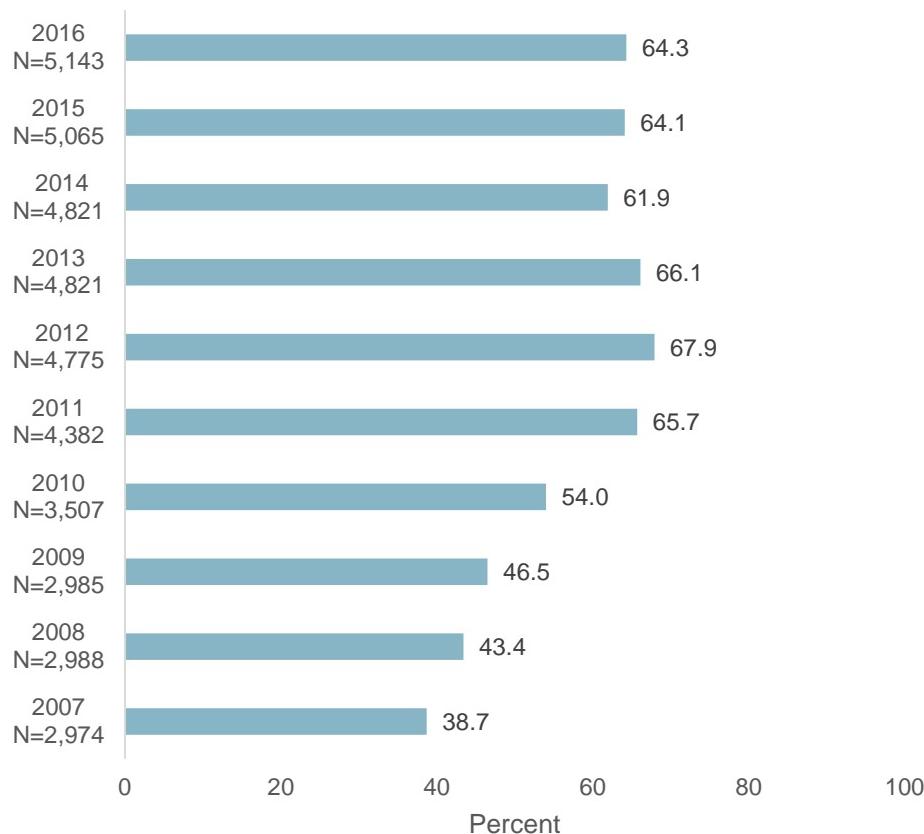
Figures 8a–8b. Percent of G/T Student Performance on STAAR End-Of-Course Exams, Spring 2014–2016

Figure 8c–8e. Percent of G/T Student Performance on STAAR End-Of-Course Exams, Spring 2014–2016

Source: STAAR EOC data file, 7/11/2016; G/T flag was used from the Chancery extract 5/9/2016; First-time testers only; Vanguard Program Findings Related to State Compliance, 2014–2015 and 2013–2014

Note: Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2014–2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC during the December 2015 administration **or later**. Excludes STAAR L, M, A, Alt. and Alt. 2 Tests. Spring administration results are used.

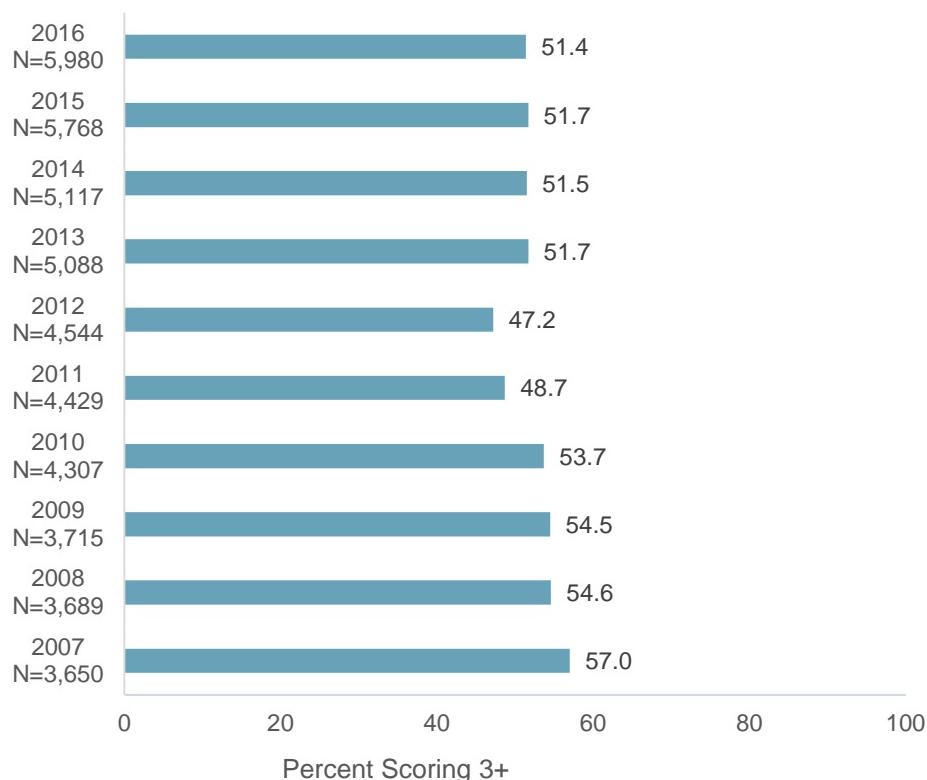
- When comparing 2007 to 2016 Advanced Placement (AP) participation, the number of G/T high school students taking AP tests increased by 72.9 percent from 2,974 in 2007 to 5,143 in 2016 (Figure 9, p. 15 and Appendices E–F, pp. 48–49).
- When comparing 2007 to 2016 AP participation rates, the percentage of G/T students taking AP tests increased by 25.6 percentage points from 38.7 percent in 2007 to 64.3 percent in 2016 (Figure 9, p. 15 and Appendices E–F, pp. 48–49).

Figure 9. Number of G/T AP Exams Participation Rates, 2007 to 2016

Source: 2016 College Board AP data file; 10/5/2016; HISD Research and Accountability, Vanguard Program Evaluation Report, 2014–2015

Note: N=number of G/T students taking at least one AP test. G/T identification code was missing for 56 students. G/T enrollment rates reflects only enrollment for schools participating in AP testing.

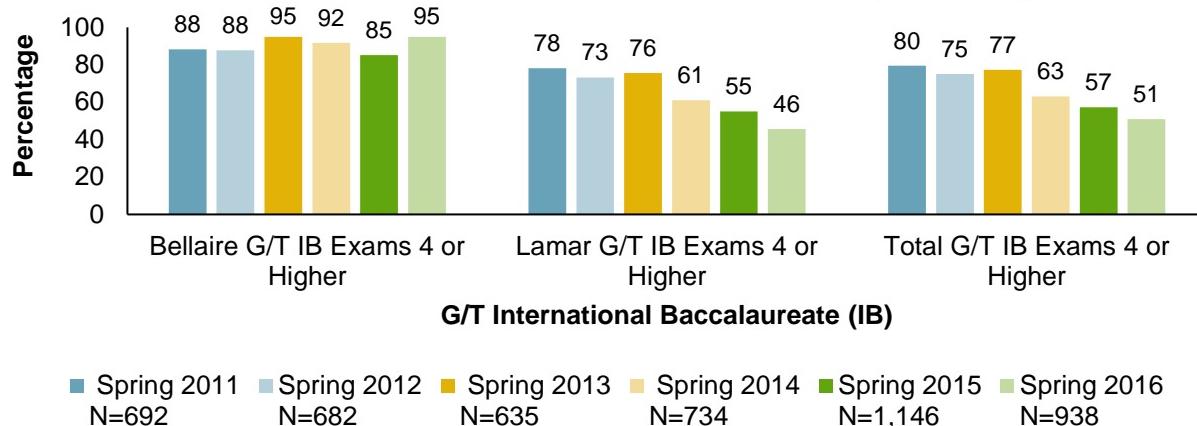
- When comparing 2007 to 2016 AP performance, the number of exams taken increased from 6,416 exams in 2007 to 11,637 exams in 2016 (Appendices E–F, pp. 48–49).
- When comparing 2007 to 2016 AP performance, the percentage of exams scored three or higher decreased from 57.0 percent in 2007 to 51.4 percent in 2015 (Appendices E–F, pp. 48–49 and **Figure 10**, p. 16).

Figure 10. Percent of AP Exams Taken by G/T Students Scored 3 or Higher, 2007 to 2016

Source: 2016 College Board AP data file; 10/5/2016; HISD Research and Accountability, Vanguard Program Evaluation Report, 2014–2015

Note: N=number of exams with a score of 3 or higher

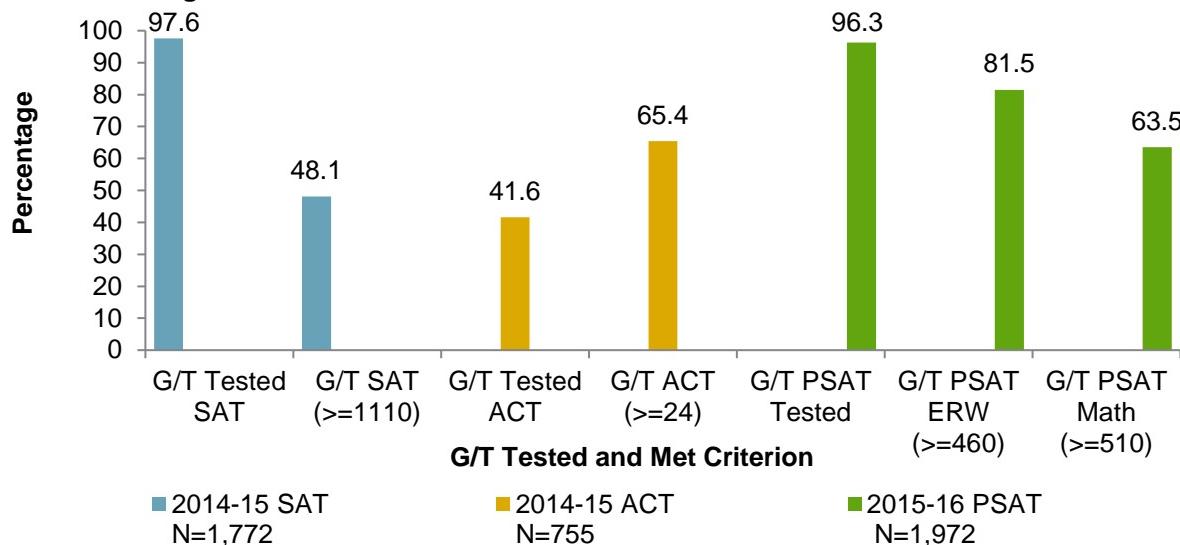
- In May of 2016, 332 HISD G/T students took a total of 938 International Baccalaureate examinations (IB), where 51 percent scored a four or above on a scale from one to seven. This reflects a **decrease** in participation since 2015. With the exception of 2013, the percentage of G/T IB exams scoring 4 or higher has declined from 80 percent in 2011 to 51 percent in 2016 (**Table 10**, p. 30 and **Figure 11**, p. 17).
- For 2016, 10 Bellaire and 24 Lamar high schools G/T students earned an IB diploma. The number of G/T students earning an IB diploma decreased districtwide from 43 in 2015 to 34 in 2016 (**Table 11**, p. 31).
- For 2016, Lamar High School offered students the opportunity to earn a Career-related Programme diploma (CP). The CP curriculum was designed for students interested in career-related education. There were two students at Lamar who earned the CP diploma.

Figure 11. Percent of IB Tests Taken by G/T Students Scored at 4 or higher, Spring 2011–2016

Source: International Baccalaureate Organization Candidate Results, 2016; Vanguard Program Evaluation Report, 2014–2015

N=Number of Exams taken by G/T Students across both schools.

- On the fall 2015 PSAT results for eleventh grade, 1,972 or 96.3 percent of G/T students took the PSAT, and a total of 1,608 or 81.5 percent met the Evidenced-Based Reading and Writing (ERW) final College and Career Readiness (CCR) Benchmark of 460 or higher and 1,253 or 63.5 percent met the mathematics final CCR Benchmark of 510 or higher (**Appendix G**, p. 50 and **Figure 12**).

Figure 12. G/T Participation and Performance on the PSAT (Fall), ACT, and SAT, 2014–2015 through 2015–2016

Source: PSAT data file, 2015; ACT data file, 2014; SAT data file 2013–2014; Chancery Extract, 10/19/2015; Fall PEIMS Snapshot, 2014; Vanguard Program Evaluation Report, 2014–2015. *The methodology used to calculate PSAT was redesigned in 2014–2015 and final college readiness benchmarks were used.

- Out of 33 campuses that tested five or more G/T students on the fall 2015 PSAT, six campuses had at least 70 percent of their G/T eleventh grade students reaching both ERW and mathematics final CCR Benchmarks (**Appendix G**, p. 50).

- For the 2014–2015 school year, a total of 755 G/T students or 41.6 percent of the 2015 G/T graduating class took the ACT and 65.4 percent met the TEA standard of 24 or higher (critical reading and mathematics) (Figure 12, p. 17).
- For the 2015 G/T graduating class, eight of the 19 high schools with at least five testers had mean composite score of 24 or higher on the ACT (**Appendix H–1**, p. 51).
- For the 2014–2015 school year, a total of 1,772 G/T students or 97.6 percent of the 2015 G/T graduating class took the SAT and 48.1 percent met the TEA standard of 1110 or higher (critical reading and mathematics) (**Appendix H–2**, p. 52 and Figure 12).
- Out of 33 campuses that tested five or more G/T students, three high schools had at least 70 percent or more of their G/T students with a combined critical reading and mathematics score of 1110 on the SAT (Appendix H–2, p. 52).
- According to the College Board, a score of 1550 (critical reading, mathematics, and writing sections combined) on the SAT indicates a student has a 65 percent likelihood of achieving a B- average or higher during the first year of college. Out of 33 campuses with at least five students tested from which G/T students graduated during the 2014–2015 school year, five high schools had at least 70 percent or more of their G/T students with a combined critical reading, mathematics, and writing score of 1550 (Appendix H–2, p. 52).
- According to HISD Vanguard Standard 6—Curriculum and Instruction, G/T students in middle school were required to take Pre-AP and/or International Baccalaureate Middle Years Program (IBMYP) classes in the four core content areas. When comparing 2007 to 2016, the percent of G/T middle school students enrolled in advanced classes in the four core content areas **decreased** from 91.2 percent to 83.9 percent, but the actual number of G/T students taking advanced courses **increased** by 30.2 percent, from 4,806 to 5,758 (**Table 12**, p. 31).
- According to Standard 6—Curriculum and Instruction, G/T students in high school were required to take two advanced level classes. When comparing 2007 to 2016, the percent of G/T high school students enrolled in two advanced classes **decreased** from 95.2 percent to 92.4 percent. However, the actual number of G/T students taking advanced courses **increased** by 23.7 percent (**Table 13**, p. 31).
- From 2012–2013 through 2014–2015, 11, 21, and 18, G/T students dropped out of school, reflecting <0.1, percent, .17 percent, and .14 percent of the grade 7–12 cumulative enrollment (**Table 14**, p. 32).
- From 2012–2013 through 2014–2015, 1.6 percent, 2.1 percent, and 2.2 percent of G/T students did not graduate (Table 14, p.32).

What evidence indicated that personnel involved in the Vanguard Program met the standards of the Texas State Plan regarding professional development and certification?

- For 2015–2016, a total of 2,772 educators (unduplicated) completed at least one G/T professional development (**Appendix I**, pp. 53–54).
- For 2015–2016, 4,511 educators (duplicated) completed one or more of the 71 G/T professional development opportunities offered through e-TRAIN (**Appendix I**, pp. 53–54).

- For 2015–2016, a total of 2,463 educators completed six or more hours meeting the annual state mandate, and 1,341 educators completed 30 or more hours in accordance with state mandates (Appendix I, pp. 53–54).
- For 2015–2016, 401 educators attended at least one Vanguard Coordinator meeting or AP PLC Meeting (Appendix I, pp. 53–54).
- Based on the 2015–2016 HISD Advanced Academics G/T Standards Review, 226 elementary and 247 secondary teachers at 57 elementary and 37 secondary campuses provided instruction for G/T students, but had not completed their G/T training. These 94 campuses were out of compliance with the Texas State Plan.
- Based on the 2015–2016 HISD Advanced Academics G/T Standards Review, 20 counselors and other administrators and 25 principals at the elementary level did not have G/T training certificates on file.
- Based on the 2015–2016 HISD Advanced Academics G/T Standards Review, 14 counselors and other administrators and 14 principals at the secondary level did not have G/T training certificates on file.

To what extent did the district encourage community and family participation in services designed for G/T students?

- Parents serving on the Campus Shared Decision-Making Committee (SDMC) provided input regarding the G/T Standards Review(s) that would be implemented on the campus.
- For the 2015–2016 school year, on the G/T Standards Review, there were schools that indicated their 6-hour update was included on the School Improvement Plan (SIP), however, there was no mention of the G/T training when the submitted SIPs were reviewed.
- For 2015–2016, 60 out of 264 Vanguard schools participated in or hosted a G/T Expo, sharing advanced products with parents, students, and the community.
- A survey was administered to G/T teachers and coordinators in May 2016. A total of 215 respondents submitted the survey, representing 82 schools. The results are summarized in Appendix J, pp. 55–58.
- When respondents were asked what strategies were used to serve gifted and talented children, out of 11 listed strategies, differentiation received the highest percentage with 17.1 percent followed by ability grouping with 13.5 percent (Appendix J, pp. 55–58).
- On the 2016 Gifted and Talented Teacher and Coordinator Survey, when respondents were asked whether the needs of their gifted and talented children were met, 28.0 percent responded All of the time, 66.4 percent responded Some of the time, 5.2 percent responded None of the time, and 0.4 percent did not provide a response (Appendix J, pp. 55–58).
- Based on the percentage of items in compliance on the Texas State Plan Score Card, of the five components, percentages ranged from 25 percent for professional development to 83 percent for student assessment (Appendix A, pp. 33–37; Figure 1a–1e, p.2).

- For the Student Assessment Component on the Texas State Plan, the district conducts a universal assessment in kindergarten and fifth grade and uses both quantitative and qualitative measures for identifying students; however, the district is not fully aligned with the program services offered and the assessments administered.

Discussion

Over the past ten years, the implementation of the HISD Vanguard Program has varied across the district from the program design, rigor, opportunities to work with G/T peers, strategies for serving G/T students, to curriculum and instruction, professional development, and communicating with parents about program implementation. There are campuses that are meeting the needs of high performing students, and these campuses are perceived positively by the community and parents. To help program personnel identify areas of strengths and weaknesses in the program, a Texas State Plan Score Card was developed. The strongest component of the five components in the Texas State Plan centered on Student Assessment. The district conducts two universal assessments, one in kindergarten and one in fifth grade. This is a program strength as there are not gatekeepers for identification. However, program services offered are not fully aligned to the assessments, and that is a concern.

The district developed HISD's Vanguard G/T Standards in 2007 that were aligned to the Texas State Plan to ensure that highly able students were identified and served and to provide consistency regarding implementation across schools. After ten years of implementation, HISD's Vanguard G/T Standards need to be redesigned, including selection of appropriate outcome measures other than student test scores, so that they are aligned with both the state and national standards and appropriate outcome measures need to be selected, especially for Standard 8: Student Success, since the district no longer administers a norm-referenced test. Moreover, there are two national standards, *Learning and Development* and *Learning Environments* that are not fully addressed in the *Texas State Plan* (Johnsen, 2011). Since HISD is a diverse district, teachers need to be cognizant of the affective needs of gifted students, especially those students in poverty, and construct positive learning environments for diverse learners.

The G/T students in the district would benefit from using a published identification system. Lohman and Renzulli (2007) have published a procedure for combining ability scores, achievement scores, and teacher ratings to identify academically talented students. Another resource for identifying gifted students has been published by Susan Johnsen (2004).

Student outcome measures by campus indicate that program implementation is inconsistent and the rigor of the program varies widely throughout the district. There are campuses that have not identified a critical mass of G/T students on their campus (i.e. less than three at a grade level), and some that schedule the G/T students so that they do not have an opportunity to work with their peers. At the secondary level, gifted and talented students are primarily served through taking Pre-AP/AP and Pre-IB/IB courses. Since the rigor of these courses varies across the district, a better monitoring system needs to be developed with formative feedback on rigor, training, scheduling, and assessments available to campuses so that G/T students are being equitably served. If the School Improvement Plan reflects the goals for the year, each campus should have G/T professional development opportunities on their calendars for 30 hours and for the 6-hour G/T update. Consideration should be given to providing targeted training regarding the teacher recommendation form used in the matrix along with characteristics of gifted students in poverty and ELL students, since these underserved populations differ in how they express their G/T traits (Slocumb & Olenchak, 2006).

Over the past five years, the percentage of students in HISD identified as G/T has decreased (15.6 percent to 15.0 percent), while G/T enrollment at the state level has essentially not fluctuated (7.6 percent to 7.7 percent). District G/T percentages have exceeded state G/T percentages over the past five years, with the largest differential occurring for the 2011–2012, 2012–2013 and 2013–2014 school years (8.0 percentage points, respectively). These data indicate that the district has an overrepresentation of students in the Vanguard Program, especially when previously published state documentation established that districts should have between three and eight percent of the students identified as G/T (Texas Education Agency, 2002). Moreover, according to the National Association for Gifted Children (NAGC, n.d.), approximately six to ten percent of U.S. children in grades K–12 are gifted.

According to the Texas Education Agency's study, *Equity in Gifted Education*, (2006, p.8), "equity exists when the various population groups are reflected in the same proportions as they are represented in the larger population." Therefore, if 60 percent of the district's population is comprised of Hispanic students, then 60 percent of the identified G/T students should be Hispanic. Based upon this research, African American and Hispanic students are underrepresented and White and Asian students are overrepresented. If socioeconomic status is taken into account, all of the racial/ethnic groups that are economically disadvantaged are underrepresented. However, since 2006–2007, underrepresentation has decreased for Hispanic, male, bilingual, ELL, economically disadvantaged, and special education students. Moreover, the gap has narrowed for White and Asian students.

Program personnel should decide what G/T services need to be offered and select appropriate assessment instruments to identify those students. Consideration should be given to providing G/T students in poverty with language development services. One size does not fit all in terms of G/T services offered (Slocumb & Olechchak, 2006).

The Department of Research and Accountability has conducted an annual evaluation of the Vanguard Program for the past thirteen years (Department of Research and Accountability, 2002; 2003; 2004; 2005; 2006; 2007; 2008; 2009; 2010; 2011; 2012; 2013, 2014, and 2015). Data collected from previous evaluations have been used at the administrative and campus levels.

The district continues to move in a positive direction with regard to Family-Community Involvement with the expansion of the Texas Performance Standards Project (TPSP), and the continuation of the G/T Expo. Moreover, the planned changes in the program regarding retaining the G/T designation in fifth grade, expanding content areas in which gifted students can receive support, and developing Personalized Gifted Education Plans are promising steps. The Vanguard Program provides the educational foundation for our future leaders. However, for the program to reach its full potential, state, district, and school level support are essential. The commitment on the part of the district to support a program that challenges students reaffirms their strategic intent, which is to make HISD the educational system of choice.

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Table 1. Alignment of HISD Vanguard Standards to the Texas State Plan for the Education of Gifted/Talented Students and National Association for Gifted Children (NAGC)

Standard	HISD Vanguard Standards Board Approved, March 2007	The Texas State Plan for the Education of Gifted/Talented Students October 2009	2010 National Association for Gifted Children (NAGC) Pre-K–Grade 12 Gifted Programming Standards*
Standard 1	Program Design	Section 2: Service Design	1. Learning and Development 4. Learning Environments
Standard 2	Student Assessment	Section 1: Student Assessment	5. Programming 2. Assessment
Standard 3	Identification of G/T Students	Section 1: Student Assessment	2. Assessment
Standard 4	Admissions of G/T Students	Section 1: Student Assessment	2. Assessment
Standard 5	Instructional Delivery Models	Section 2: Service Design	6. Programming
Standard 6	Curriculum and Instruction	Section 3: Curriculum and Instruction	3. Curriculum, Planning, and Instruction
Standard 7	Monitoring Program Implementation-Quality-Rigor	Section 3: Curriculum and Instruction	3. Curriculum, Planning, and Instruction
Standard 8	Student Success (expectations)	Section 3: Curriculum and Instruction	3. Curriculum, Planning, and Instruction
Standard 9	Professional Development for Administrators	Section 4: Professional Development	6. Professional Development
Standard 10	Professional Development for G/T Teachers	Section 4: Professional Development	6. Professional Development
Standard 11	Data Quality and Compliance	Section 2: Service Design	5. Programming
Standard 12	Parent/Community Communication and Involvement	Section 5: Family/Community Involvement	
Standard 13	Evaluation	Section 2: Service Design	5. Programming
		Section 3: Curriculum and Instruction	
		Section 5: Family/Community Involvement	
		Section 4: Professional Development	6. Professional Development
Standard 14	District Commitment and Support	Section 1: Student Assessment	
		Section 2: Service Design	5. Programming

*Note: the relationship between the Texas State Plan for the Education of Gifted/Talented Students and the 2010 NAGC Pre-K–Grade 12 Gifted Programming Standards was adapted from Johnsen (2011, Table 1, p. 15) where four or more standards in the *Texas State Plan* related to the NAGC Programming Standards.

Table 2. Comparison of G/T Student Population to the District Population, 2006–2007 and 2015–2016 (K–12)

Grade	2006–2007			2015–2016			Change
	G/T N	District N	GT Percentage†	G/T N	District N	GT Percentage†	
Kindergarten	303	16,408	1.8	916	17,114	5.4	3.6
First	1,685	18,290	9.2	2,016	18,967	10.6	1.4
Second	2,122	16,431	12.9	3,536	18,319	19.3	6.4
Third	2,312	15,998	14.5	3,820	18,496	20.7	6.2
Fourth	2,398	15,859	15.1	3,558	17,130	20.8	5.7
Fifth	2,435	14,454	16.8	3,486	16,594	21.0	4.2
Subtotal (K–5)	11,255	97,440	11.6	17,332	106,620	16.3	4.7
Sixth	1,671	14,118	11.8	2,479	13,578	18.3	6.5
Seventh	1,904	14,101	13.5	2,098	13,644	15.4	1.9
Eighth	1,796	13,552	13.3	2,283	13,427	17.0	3.7
Ninth	1,811	16,010	11.3	2,292	16,461	13.9	2.6
Tenth	2,118	12,159	17.4	1,879	13,327	14.1	-3.3
Eleventh	2,026	10,192	19.9	2,031	11,860	17.1	-2.8
Twelfth	1,795	9,335	19.2	1,806	10,896	16.6	-2.6
Subtotal (6–12)	13,121	89,467	14.7	14,868	93,193	16.0	1.3
HISD Totals*	24,376	186,907	13.0	32,200	199,813	16.1	3.1
2014–2015 Total				33,061	199,023	16.6	

Source: Fall PEIMS Snapshot 2006–2007, 2014–2015, and 2015–2016

† Calculation based on G/T enrollment divided by District enrollment by grade level.

*Calculation based on GT enrollment for grades K–12 divided by District enrollment for grades K–12.

Table 3. Comparison of G/T Student Population Demographics to the District Population Demographics, 2006–2007 to 2015–2016, Grades K–12

	2006–2007					2015–2016					Gap Diff.	
	G/T		District			G/T		District				
	N	%	N	%	Diff.	N	%	N	%	Diff.		
Race/Ethnicity												
African Am.	4,127	16.9	54,762	29.3	-12.4	3,659	11.4	48,705	24.4	-13.0	+	
Amer. Indian	-	-	-	-	-	47	0.1	402	0.2	-0.1		
Asian	2,502	10.3	6,096	3.3	7.0	3,440	10.7	7,580	3.8	6.9	-	
Hispanic	10,671	43.8	109,577	58.6	-14.8	17,935	55.7	123,380	61.7	-6.0	-	
Native Am.	32	0.1	127	0.1	0.0	-	-	-	-	-		
Pac. Islander	-	-	-	-	-	38	0.1	174	0.1	-		
White	7,044	28.9	16,345	8.7	20.2	6,362	19.8	17,517	8.8	11.0	-	
Two or More	-	-	-	-	-	719	2.2	2,025	1.0	-		
Gender												
Male	11,286	46.3	95,291	51.0	-4.7	16,841	52.3	101,485	50.8	1.5	-	
Female	13,090	53.7	91,616	49.0	4.7	15,359	47.7	98,328	49.2	-1.5	-	
Group												
Bilingual	2,339	9.6	31,453	16.8	-7.2	4,905	15.2	34,595	107.4	-2.1	-	
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	17,765	55.2	150,294	75.2	-20.0	-	
ELL	2,642	10.8	47,770	25.6	-14.8	6,071	18.9	57,987	29.0	-10.1	-	
ESL	201	0.8	13,665	7.3	-6.5	786	2.4	18,449	9.2	-6.8	+	
Special Ed.	458	1.9	19,317	10.3	-8.4	273	0.8	14,895	7.5	-6.7	-	
HISD Totals	24,376	100.0	186,907	100.0		32,200	100.0	199,813	100.0			

Source: Fall PEIMS Snapshot, 2006–2007 and 2015–2016

Note: A "+" in the Gap Diff. column means that there was an increase, and a "-" means there was a decrease in the gap from 2006–2007 to 2015–2016. Shaded areas denote at least 1 percentage point difference.

Table 4. Comparison of Kindergarten and Sixth Grade Vanguard Magnet Applicant Population Demographics to the District Population Demographics by Enrollment, 2007–2008 (Baseline) and 2016–2017 (Nine Years of Implementation)

Race/Ethnicity	Vanguard Applicants for 2007–2008		District Enrollment 2007–2008		Vanguard Applicants for 2016–2017		District Enrollment 2016–2017		
	N	%	N	%	N	%	N	%	Change
Kindergarten									
African American or Black	171	15.7	4,070	25.1	252	14.4	3,677	22.5	-2.6
American Indian					7	0.4	21	0.1	N/A
Asian/Pacific Islander	160	14.7	498	3.1	424	24.2	784	4.8	1.7
Hispanic	311	28.6	10,320	63.7	429	24.5	10,178	62.2	-1.5
Native American	2	0.2	19	0.1	-	-	-	0.0	N/A
White	435	40.0	1,282	7.9	545	31.2	1,469	9.0	1.1
Two or More Races	-	-	-	-	92	5.3	230	1.4	N/A
Missing	8	0.7	0	0.0	-	-	7	0.0	N/A
Total	1,087	100.0	16,189	100.0	1,749	100.0	16,366	100.0	
Sixth									
African American or Black	301	17.3	3,769	29.1	479	16.7	3,392	24.7	-4.4
American Indian	-	-	-	-	6	0.2	25	0.2	N/A
Asian	208	12.0	413	3.2	344	12.0	512	3.7	0.5
Hispanic	790	45.5	7,747	59.8	1,486	51.9	8,527	62.2	2.4
Native American	1	0.1	9	0.1	-	0.0	-	0.0	N/A
White	436	25.1	1,012	7.8	494	17.3	1,078	7.9	0.1
Two or More Races	-	-	-	-	52	1.8	162	1.2	N/A
Missing	2	0.1	-	-	-	-	13	0.1	N/A
Total	1,738	100.0	12,950	100.0	2,861	100.0	13,709	100.0	

Source: Magnet Applicant Transfer System (MATS) 2006–2007 and Magnet Applications Data File, 8/22/2016, entering 2016–2017; Fall PEIMS Snapshot 2007 and Chancery Extract, 9/6/2016

Note: Race/Ethnicity categories changed from 2007–2008 to 2015–2016 when federal race/ethnicity categories were used. Vanguard Applicants applying for the 2016–2017 school year include only those using the on-line system.

Table 5. Distribution of Kindergarten and Sixth Grade Vanguard Magnet Applicants, Qualified, Acceptance, and Enrollment by Race/Ethnicity, 2015–2016

		Applicant N	Qualified N	Accepted N	Enrolled N	% of Qualified that Enrolled	% Enrolled Identified as G/T
Kindergarten	African American	252	76	39	37	48.7	64.9
	American Indian	7	2	1	1	50.0	100.0
	Asian/Pacific Islander	424	265	119	113	42.6	96.5
	Hispanic	429	171	94	90	52.6	85.6
	White	545	253	133	129	51.0	100.0
	Two or More Races	92	56	26	26	46.4	92.3
	Total	1,749	823	412	396	48.1	91.9
Sixth	African American	479	258	95	89	34.5	95.5
	American Indian	6	3	2	1	33.3	100.0
	Asian/Pacific Islander	344	294	135	134	45.6	100.0
	Hispanic	1,486	924	566	541	58.5	94.8
	White	494	430	154	148	34.4	96.6
	Two or More Races	52	46	15	15	32.6	93.3
	Total	2,861	1,955	967	928	47.5	95.9

Source: Magnet Department, Magnet Applications Data File Extract, 8/22/2016 and Chancery Extract, 9/6/2016

Table 6. Demographic Characteristics for Vanguard Magnet Students by School, 2015–2016

School	N	Percentage							Econ. Disadv.
		African Am.	Am. Indian	Asian	Hisp.	Pacific Island.	White	Two or More	
Elementary									
Askew	267	20.2	0.0	30.7	27.7	0.4	18.0	3.0	36.0
Carrillo	187	2.1	0.0	0.0	96.3	0.0	1.6	0.0	77.0
De Zavala	206	1.0	0.0	0.5	98.5	0.0	0.0	0.0	88.8
Herod	347	19.6	0.0	13.0	33.4	0.3	30.0	3.7	33.1
Oak Forest	445	7.0	0.2	4.0	31.9	0.0	51.7	5.2	19.8
River Oaks	515	6.6	0.0	28.3	16.5	0.2	39.4	8.9	8.7
Roosevelt	239	8.4	0.0	5.0	86.2	0.0	0.0	0.4	73.6
Travis	376	1.3	0.0	2.7	30.1	0.3	59.6	6.1	9.6
Windsor Village	281	42.7	0.0	0.7	55.5	0.0	0.7	0.4	87.9
Middle									
Black	225	9.8	0.0	1.3	39.1	0.0	46.7	3.1	32.9
Burbank	464	2.2	0.0	0.6	96.8	0.0	0.2	0.2	93.1
Hamilton	404	6.2	0.0	1.0	87.4	0.0	5.2	0.2	78.7
Lanier	997	9.5	0.5	19.2	30.0	0.1	36.3	4.4	21.9
Combined									
Rogers TH ES & MS	793	10.0	0.1	54.2	14.0	0.6	17.9	3.2	17.5
High									
Carnegie	621	9.8	0.2	20.5	30.4	0.0	36.1	3.1	28.3
Vanguard Magnet Total	6,367	9.9	0.1	16.9	43.4	0.2	26.2	3.3	39.1
HISD K–12 Total	199,813	24.4	0.2	3.8	61.7	0.1	8.8	1.0	75.2

Source: Fall PEIMS Snapshot, 2015

Table 7. Districtwide G/T STAAR English Percent Satisfactory and Advanced, Spring 2016

	Reading			Mathematics			Writing			Science			Social Studies		
	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD
3	2,907	95	58	2,952	97	54									
4	3,214	96	46	3,198	96	55	3,189	92	41						
5	3,466	93	53	3,467	97	52				3,465	95	29			
6	2,462	96	57	2,444	99	60									
7	2,095	97	60	1,794	98	56	2,090	97	43						
8	2,282	99	53	1,010	97	44				2,180	99	57	2,275	94	46
G/T Totals	16,426	96	54	14,865	97	55	5,279	94	42	5,645	96	40	2,275	94	46

Source: STAAR data files, 2016; G/T flag was used from the Chancery extract, 5/9/2016

Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: SA (At Least Satisfactory), & AD (Advanced); STAAR results only; does not include Accommodated, L, M, Alternate, or Alternate 2 results. The Percent Satisfactory standard used in 2014 and 2015 was increased to the Level II Satisfactory 2016 progression standard. The writing tests were redesigned in 2016 from having students produce two essays to one essay.

Table 8. Districtwide G/T STAAR Spanish Percent Satisfactory and Advanced, Spring 2016

	Reading			Mathematics			Writing			Science			Social Studies		
	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD
3	870	90	44	820	95	29	--	--	--	--	--	--	--	--	--
4	309	90	51	325	96	51	312	93	54	--	--	--	--	--	--
5	2	*	*	1	*	*	--	--	--	1	*	*	--	--	--
G/T Totals	1,181	90	46	1,146	95	36	312	93	54	1	*	*	--	--	--

Source: STAAR data files, 2016; G/T flag was used from the Chancery extract, 5/9/2016

Note: For subjects and grades with multiple test administrations, the first administration results are used. Headings in individual subjects: SA (At Least Satisfactory) & AD (Advanced); STAAR results only; does not include Accommodated, L, M, Alternate, or Alternate 2 results. The Percent Satisfactory standard used in 2014 and 2015 was increased to the Level II Satisfactory 2016 progression standard. The writing tests were redesigned in 2016 from having students produce two essays to one essay.

--denotes no test given

Table 9. Districtwide G/T STAAR EOC Results, First-Time Tested Students Only, Spring 2014, 2015, and 2016 Administration

	Algebra			Biology			English I			English II			U.S. History		
	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD	N	% SA	% AD
2014	2,303	99	54	2,250	99	35	2,281	94	27	1,949	96	22	1,884	99	41
2015	2,251	99	65	1,961	100	51	1,892	96	35	2,214	95	20	1,919	99	56
2016	2,205	99	69	2,261	100	54	2,268	97	33	1,862	96	33	2,015	100	60

Source: STAAR data files, 2016; G/T flag was used from the Chancery extract, 5/9/2016; Vanguard Program Evaluation, 2013–2014 and 2014–2015

Note: Results reflect first-time testers. Headings in individual subjects: SA (At Least Satisfactory) & AD (Advanced); STAAR results only; does not include Accommodated, L, M, Alternate, or Alternate 2 results. Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2014 and 2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

Table 10. Districtwide and G/T IB Exam Participation and Performance, 2015 and 2016

<i>District</i>	# Tested		# of Exams		# of Exams Scoring 4–7		% of Exams Scoring 4–7	
	2015	2016	2015	2016	2015	2016	2015	2016
Bellaire	49	56	125	137	97	121	77.6	88.3
Lamar	649	556	1,808	1,533	857	601	47.4	39.2
Total	698	612	1,933	1,670	954	722	49.4	43.2
<i>G/T</i>								
Bellaire	32	42	81	98	69	93	85.2	94.9
Lamar	340	290	1,065	840	586	383	55.0	45.6
Total	372	332	1,146	938	655	476	57.2	50.7

Source: International Baccalaureate Organization Candidate Results, 2016; Fall PEIMS Snapshot, 2015; Chancery Extract, 6/28/2016; Vanguard Program Evaluation, 2014–2015

Note: Scores of P-pending or N-no credit were not included.

Table 11. Number of Districtwide and G/T IB Candidates and Diplomates by School, 2015 and 2016

School	District				G/T			
	Candidates		Diplomates		Candidates		Diplomates	
	2015	2016	2015	2016	2015	2016	2015	2016
Bellaire	19	16	15	12	13	10	12	10
Lamar	117	183	40	30	78	108	31	24
Total	136	199	54	42	91	118	43	34

Source: 2015 and 2016 International Baccalaureate Organization Candidate Results; Chancery Extract, 6/28/2016; Vanguard Program Evaluation, 2014–2015

Note: Lamar offers a Career-related related Programme (CP). Two students earned this diploma in addition to the 34 IB diplomates.

Table 12. Number and Percent of G/T Middle School Students Enrolled in Pre-AP and/or IBMYP* Core Content Area Courses, 2006–2007 and 2015–2016

2006–2007 (Baseline)			2015–2016 (Year 10)			
# Taking 4 Core Courses	Total G/T Course Enrollment	% Taking 4 Core Courses	# Taking 4 Core Courses	Total G/T Course Enrollment	% Taking 4 Core Courses	Change
6	1,277	1,636	78.1	2,304	2,479	92.9
7	1,806	1,865	96.8	1,895	2,098	90.3
8	1,723	1,769	97.4	1,559	2,283	68.3
Total	4,806	5,270	91.2	5,758	6,860	83.9
						-7.6

Source: Chancery Data File, 2015–2016; Fall PEIMS Snapshot, 2015

*IBMYP= International Baccalaureate Middle Years Programme

Table 13. Number and Percent of G/T High School Students Enrolled in at Least Two Advanced Level Courses, 2006–2007 and 2015–2016

2006–2007 (Baseline)			2015–2016 (Year 10)			
# Taking 2 Advanced Courses	Total G/T Course Enrollment	% Taking 2 Advanced Courses	# Taking 2 Advanced Courses	Total G/T Course Enrollment	% Taking 2 Advanced Courses	Change
9	1,671	1,700	98.3	2,006	2,189	91.6
10	1,885	1,919	98.2	1,641	1,770	92.7
11	1,556	1,650	94.3	1,754	1,913	91.7
12	706	843	83.7	1,586	1,686	94.1
Total	5,818	6,112	95.2	6,987	7,558	92.4
						-2.8

Source: Chancery Data File, 2014–2015; Fall PEIMS Snapshot, 2014

Table 14. Dropout and Graduation Summary for G/T Students

	2012–2013	2013–2014	2014–2015
# of G/T Dropouts	11	21	18
Grades 7-12 Cumulative Enrollment 11-12	11,601	12,199	12,608
Missing GT code	2,523	2,421	2,570
% of G/T Dropouts	<0.1 98-Other/ Dropped Out	.17 98- Other/Dropped Out	.14 98- Other/Dropped Out
Reason Code			
G/T Cumulative Seniors	1,475	1,677	1,827
G/T Graduates	1,465	1,643	1,776
Missing GT code	182	193	166
Number Not Graduating	24	34	39
Percent Not Graduating	1.6	2.1	2.2

Source: Graduate File 2012–2013, 2013–2014, 2014–2015, and 2015–2016; ADA PEIMS File, 2012–2013, 2013–2014, 2014–2015, and 2015–2016;

Note: Students missing a G/T code were not included in the analysis.

APPENDIX A
TEXAS STATE PLAN SCORE CARD

Texas State GT Plan Components, 2010 Section 1: Student Assessment Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with the Texas State GT Plan
		C	R	E		
Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities	1.1	●	●	●	Board Policy, 2007	
	1.2	●	●	●	Board Policy, 2007	
	1.3.1	●	●	●	The Texas State GT Plan states, " <i>Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each areas of giftedness served by the district are included in board-approved policy.</i> "	Assess and provide services in the areas of science and social studies
	1.3.2	●	--	--	Standard 2	
	1.4	●	--	●	Standards 2, 3, 4, and 5	
	1.5.1	●	●	●	The Texas State GT Plan states, " <i>Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services.</i> "	HISD collects data from multiple sources; however the areas of science and social studies giftedness are not specifically assessed or provided
	1.5.2	●	●	●	Standards 2 and 3	
	1.5.3	●	--	--	Standards 2 and 3	
	1.5.4	●	--	--	Standards 2 and 3	
	1.5.5	●	--	--	The Texas State GT Plan states, " <i>If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.</i> "	Assess and provide services in the areas of leadership, the arts, and creativity
	1.6	●	●	●	Standards 2, 3, 4, and 5	
	1.7	●	●	●	Standards 2, 3, and 4	
Percentage in Compliance = 10/12 83%		●	Green = evidence of districtwide implementation			
		●	Red = lack of evidence in districtwide implementation			

APPENDIX A (CONTINUED)
TEXAS STATE PLAN SCORE CARD

Texas State GT Plan Components, 2010 Section 2: Service Design Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.	2.1	●	●	●	The Texas State GT Plan states, " <i>Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options.</i> "	Provide g/t school day services at all HISD campuses
	2.2	●	●	--	The Texas State GT Plan states, " <i>Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of g/t service options.</i> "	There are 83 campuses which have less than 3 identified g/t students in a grade level (as per TEA's FAQ #12). Promote awareness and monitor district g/t identification policies
	2.3	●	●	--	Standards 5 and 6	
	2.4	●	●	●	Board Policy, 2007	
	2.4.2	●	●	--	Board Policy, 2007	
	2.5	●	●	●	Budget provided	
	2.6	●	●	●	Standards 1 through 14	
	2.6.2	not evaluated		not evaluated		
	2.6.3	--	●	--	The Texas State GT Plan states, " <i>Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of g/t students, school staff, and g/t education staff which meets regularly for that purpose.</i> "	Implement a parent/community/district advisory committee focused on improving the g/t program.
	2.7	--	●	●	HISD staffing	
Percentage in Compliance = 5/7 71%		● Green = evidence of districtwide implementation				
		● Red = lack of evidence in districtwide implementation				

**APPENDIX A (CONTINUED) TEXAS
STATE PLAN SCORE CARD**

Texas State GT Plan Components, 2010 Section 3: Curriculum & Instruction Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.	3.1	●	●	●	The Texas State GT Plan states, " <i>An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for g/t students in grades K-12 and parents are informed of the opportunities.</i> "	Provide g/t school day services at all HISD campuses
	3.1.2	--	●	--	Advanced Academic School Guidelines	
	3.1.3	not evaluated		not evaluated		
	3.2	●	●	●	Standards 5, 6, 7 and 8	
	3.3	●	●	●	The Texas State GT Plan states, " <i>Opportunities are provided to accelerate in areas of student strengths.</i> "	Provide g/t school day services at all HISD campuses
	3.4	●	●	●	The Texas State GT Plan states, " <i>Provisions to improve services to g/t students are included in district and campus improvement plans.</i> "	Include g/t services in both the DIP and the SIPs
	3.4.2	not evaluated		not evaluated		
	3.4.3	not evaluated		not evaluated		
	3.5	not evaluated		not evaluated		
	3.6	●	●	●	Standard 8 and Report Cards	
Percentage in Compliance = 2/5 40%		●	Green = evidence of districtwide implementation			
		●	Red = lack of evidence in districtwide implementation			

APPENDIX A (CONTINUED): TEXAS STATE PLAN SCORE CARD

Texas State GT Plan Components, 2010 Section 4: Professional Development Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.	4.1.1	●	●	●	<p><i>The Texas State GT Plan states, "...Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment at the district's G/T services."</i></p> <p><i>HISD provides multiple opportunities for teachers to complete the required 30 hours of G/T training.</i></p>	However, according to the Standards Review, there are G/T teachers who have not completed the mandatory 30 hours of G/T training. Monitor G/T training and completion by developing a G/T database to track educator enrollment, completion and certification of G/T professional development hours.
	4.1.2	not evaluated		not evaluated		
	4.1.3	not evaluated		not evaluated		
	4.2	●	●	●	<p><i>The Texas State GT Plan states, "Teachers who provide instruction and services that are a part of the district's defined G/T services receive a minimum of six (6) hours annually of professional development in G/T education that is related to state teacher education standards."</i></p> <p><i>HISD provides multiple opportunities for teachers to complete the annual 6 hours of G/T training.</i></p>	G/T training and completion is tracked through OneSource. Elementary and Secondary G/T Training Administrator and Teacher Professional Development Forms are completed at the campus level.
	4.2.2	not evaluated		not evaluated		
	4.3	●	●	●	<p><i>The Texas State GT Plan states, "Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development..."</i></p> <p><i>HISD provides multiple opportunities for educators to complete the annual 6 hours of G/T training.</i></p>	G/T training and completion is tracked through OneSource. Elementary and Secondary G/T Training Administrator and Teacher Professional Development Forms are completed at the campus level.
	4.4	●	●	●	<p><i>The Texas State GT Plan states, "Evaluation of professional development activities for G/T education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans."</i></p>	Include G/T professional development services in both the DIP and the SIPs
	4.4.2	--	--	●	Standards 9 and 10	
Percentage in Compliance = 2/4		50%		● Green = evidence of districtwide implementation		
				● Red = lack of evidence in districtwide implementation		

APPENDIX A (CONTINUED)
TEXAS STATE PLAN SCORE CARD

Texas State GT Plan Components, 2010 Section 5: Family/Community Involvement Description and Indicators		Texas State GT Plan Continuum			HISD Vanguard Program Standards (2007) and Advanced Academics School Guidelines (2014-2015) Alignment to the Texas State GT Plan	Recommendations to Align with Texas State GT Plan
		C	R	E		
The district involves family and community members in services designed for gifted/talented students throughout the school year.	5.1	●	●	●	Board Policy, 2007	
	5.1.2	●	●	●	Standard 12	
	5.2	●	●	●	The Texas State GT Plan states, " <i>An array of learning opportunities is provided for g/t students in grades K-12, and parents are informed of all g/t services and opportunities.</i> "	The program evaluation survey results show lack of awareness of the g/t program, services, and activities. Provide GT program information to parents using a variety of media
	5.2.2	--	●	●	The Texas State GT Plan states, " <i>Support and assistance is provided to the district in g/t service planning and improvement by a parent/community advisory committee.</i> "	Implement a parent/community advisory committee focused on improving the g/t program.
	5.2.3	--	●	●	The Texas State GT Plan states, " <i>Products and achievements of g/t students are shared with the community.</i> "	All campuses share g/t student products, performances and achievements within their communities.
	5.2.4	--	●	●	<i>The Texas State GT Plan states, "Presentations are given to community groups and organizations to solicit their involvement in services for GT students."</i>	Present g/t program information to districtwide community groups to solicit their involvement
	5.2.5	not evaluated		not evaluated		
	5.3	●	--	--	Standard 13	
Percentage in Compliance = 3/4 75%					● Green = evidence of districtwide implementation	
					● Red = lack of evidence in districtwide implementation	

APPENDIX B

Methods

Data Collection

Student data were obtained using a variety of sources. For the current academic year, demographic and enrollment data for G/T students were extracted from the PEIMS and Chancery databases. Race was extracted from the fall PEIMS snapshot using the original PEIMS ethnicity discrete categories for comparability to previous years. The program description, entry procedures, and student eligibility criteria were extracted from the current HISD Elementary and Secondary Guidelines, and the District and School Profiles (Houston Independent School District, 2015a and 2015b). Additional documentation including data for the Entering Kindergarten Assessment Program, G/T Standards Review, Professional Development Course listings, G/T Expo, and student performance data, was provided from the manager and coordinators in the Department of Advanced Academics. G/T Coordinators and Teachers were surveyed at the end of the school year to provide information on implementation of the G/T Program. At the G/T Expos, students and school staff were interviewed.

Information with respect to training in HISD was provided by the Department of Professional Development Services and an extract was used from the HISD e-TRAIN database from June 1, 2015 to May 31, 2016. The e-TRAIN program had the capability to track employee professional development on the individual level, including attendance and completion for each training session.

The percentage of G/T students in the district was extracted from Academic Excellence Indicator Reports (AEIS Reports) (2007–2012) and 2012–2013 to 2015–2016 Texas Academic Performance Reports (TAPR).

Academic Performance

Advanced Placement (AP) test performance data for 2016, along with demographic information supplied by the students, were reported to HISD for each participating campus by the College Board via an electronic data file on October 5, 2016. Student-level data were matched to a Chancery extract from May 2, 2016 to identify those students who were G/T. Students who were not matched were not included in the analysis.

Performance data of HISD students on IB examinations and diplomas awarded were obtained from International Baccalaureate (IB) score reports or from participating schools. Participation and performance were reported by district and school. For the district and individual schools, the number and percent of students scoring a four or better were reported. A score of four or better allowed an IB exam to be used as one of four measures required for the Distinguished Achievement Program. HISD and state policy is not to report grouped scores for fewer than five students.

PSAT performance data for 2015 and fall 2015 PEIMS enrollment for eleventh grade students were extracted to analyze the number and percent of eleventh grade students who tested and met the college and career readiness benchmarks on the ERW (≥ 460) and mathematics (≥ 510) tests. The methodology for calculating the College and Career Readiness Benchmarks was revised by the College Board in 2015.

SAT and ACT data for 2014–2015 were extracted from student test files as well as 2014–2015 graduation data. These files were matched with the fall PEIMS snapshot to identify G/T students. The number and percent of G/T test-takers, and the number and percent of G/T students scoring an 1110 or higher (critical reading and mathematics) on the SAT and/or a 24 or higher composite on the ACT were analyzed to determine participation and performance.

APPENDIX B (CONTINUED)

Data Analysis

Basic descriptive statistics were employed to analyze the data. For enrollment by grade level and campus, frequencies were calculated. For survey items, the responses for each category were tabulated and/or percentages calculated. Due to rounding, some totals may not equal 100 percent.

G/T participation rates in AP testing for each campus were calculated by dividing the number of G/T students tested by the G/T PEIMS enrollment for grades 9–12. AP/IB performance was calculated by dividing the number of G/T AP/IB test-takers scoring a three/four or higher by the total number of G/T AP/IB tests taken.

G/T PSAT campus participation rates were calculated by dividing the number of G/T students tested by the 11th grade G/T PEIMS enrollment. Performance on the PSAT was measured by dividing the number of G/T students meeting the College Readiness Benchmark of 142 by the number of 11th grade G/T students tested.

SAT and/or ACT participation was analyzed by using an unduplicated count of G/T ACT and/or SAT test-takers and dividing by the G/T graduates for that year. SAT Performance was measured using the benchmark defined by Texas Academic Performance Report (TAPR) as well as the College Board benchmark. The SAT TAPR benchmark for college readiness was measured by taking the number of G/T students meeting the SAT standard of 1110 or higher on the reading and mathematics sections only and dividing by the total number of G/T students tested on the SAT. For the ACT, the number of students meeting the composite score of 24 or higher was divided by the number of G/T students tested. For the SAT College Board college readiness benchmark, the number of G/T students meeting the standard of 1550 or higher on the reading, mathematics, and writing sections divided by the total number of G/T students tested.

The State of Texas Assessments of Academic Readiness (STAAR) Grades 3–8 Standards have changed from Phase-In 1 Satisfactory standard in 2014 and 2015 to the Level II Satisfactory 2016 progression standard. Students will have to answer more questions to meet the standard. Similarly, on the STAAR End-of-Course (EOC) exams, the Level II Phase-in 1 Satisfactory standard in 2014 and 2015 was increased to the Level II Satisfactory 2016 progression standard. This change means that students taking an EOC for the first time during the December 2015 administration or later will have to answer more items correctly to “pass” STAAR EOC exams than in previous years. STAAR results only were analyzed. The STAAR L, M, A, Alt, and Alt 2 test versions were not included.

Data Limitations

Using the PEIMS database presents an undercount of identified students because students identified after the PEIMS fall snapshot date will not be included. For example, HISD conducts a universal assessment for identifying G/T students in kindergarten. Once identified, they must be served by March 1st. The results of the assessment falls after the PEIMS fall snapshot date. However, the identified students are coded as G/T using the Chancery Student Management System (SMS). It is important to use both PEIMS and Chancery to gain a holistic understanding of the G/T program.

Professional development course numbers were provided by the Advanced Academics Department and an extract of G/T teachers was extracted using HISD e-TRAIN. Limitations exist since some professional development activities were not tracked on e-TRAIN because campuses may have hired their own trainer, or teachers may have attended training at the AP Summer Institute at Rice University, and the training was not recorded through e-TRAIN, resulting in an undercount.

On the Vanguard Standards Review, if duplicate data were submitted, the latest version was used in the analysis.

APPENDIX C
G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2015

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Alcott ES	9		0	0	1	6	2							
Almeda ES	152		8	48	43	32	21							
Anderson ES	53		11	14	11	12	5							
Arabic Immersion	8	8												
Ashford ES	49	2	13	17	17									
Askew ES	267	36	36	66	54	33	42							
Atherton ES	13		3	1	4	3	2							
Barrick ES	70		5	9	21	18	17							
Bastian ES	36		4	0	10	11	11							
Bell ES	119	1	10	9	30	34	35							
Bellfort ECC	15	15												
Benavidez ES	36		0	7	15	5	9							
Benbrook ES	47		4	14	12	7	10							
Berry ES	146		6	29	38	28	45							
Blackshear ES	17		0	5	4	3	5							
Bonham ES	85		3	17	29	25	11							
Bonner ES	93		2	3	36	22	30							
Braeburn ES	92		11	25	24	13	19							
Briargrove ES	151	8	17	32	33	29	32							
Briarmeadow	141	1	9	8	11	22	15	22	27	26				
Briscoe ES	63		7	13	17	11	15							
Brookline ES	83		0	13	32	21	17							
Browning ES	93		10	12	27	22	22							
Bruce ES	45		4	8	10	6	17							
Burbank ES	105		6	34	27	13	25							
Burnet ES	39		3	8	2	9	17							
Burrus ES	16		0	2	0	6	8							
Bush ES	289	39	47	60	47	56	40							
Cage ES	121		6	26	24	30	35							
Carrillo ES	187	26	28	27	41	34	31							
Codwell ES	17		2	2	1	6	6							
Condit ES	258	17	42	60	53	38	48							
Cook ES	42		0	2	10	11	19							
Coop ES	136		21	38	26	23	28							
Cornelius ES	169		12	52	41	34	30							
Crespo ES	133		14	27	28	40	24							
Crockett ES	54		3	9	14	16	12							
Cunningham ES	84		11	27	11	20	15							
DAEP EL	1						1							
Daily ES	105		6	27	23	26	23							
Davila ES	68		3	14	17	21	13							
De Chaumes ES	87		8	21	10	21	27							
DeAnda ES	70		1	24	18	16	11							
DeZavala ES	206	12	24	46	37	48	39							
Dogan ES	67		0	9	13	22	23							
Durham ES	64		11	6	13	17	17							
Durkee ES	51		1	8	12	16	14							
Eliot ES	53		3	19	10	11	10							

Source: Fall PEIMS Snapshot, 2015

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

APPENDIX C (CONTINUED)
G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2015

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Elmore ES	12		3	3	3	0	3							
Elrod ES	48		2	18	10	10	8							
Emerson ES	91	1	3	34	14	25	14							
Energized ES	24		2	2	7	7	6							
Field ES	70	4	4	21	19	15	7							
Foerster ES	37		6	10	6	8	7							
Fondren ES	37		4	7	9	6	11							
Fonwood ECC	1	1												
Foster ES	6		0	1	0	3	2							
Franklin ES	42		9	12	5	8	8							
Frost ES	64		13	13	22	4	12							
Gallegos ES	76		9	15	18	15	19							
Garcia ES	64		10	11	16	11	16							
Garden Oaks ES	188	3	35	39	26	21	25	13	20	6				
Garden Villas ES	100		7	21	34	24	14							
Golfcrest ES	48		5	17	13	8	5							
Gregg ES	58		1	17	14	14	12							
Gregory-Lincoln PK-8	63	15	7	9	2	6	5	6	11	2				
Grissom ES	50	7	1	5	8	16	13							
Gross ES	41		2	10	14	8	7							
Halpin ECC	14	14												
Harris JR ES	91		4	20	19	29	19							
Harris RP ES	32		0	8	10	7	7							
Hartsfield ES	9		0	1	3	3	2							
Harvard ES	254	27	38	37	48	52	52							
Helms ES	69		13	12	10	15	19							
Henderson JP ES	126		13	25	32	27	29							
Henderson NQ ES	11		1	0	4	1	5							
Herod ES	347	47	49	57	73	65	56							
Herrera ES	88		9	16	20	20	23							
Highland Heights ES	23		4	3	4	3	9							
Hilliard ES	5		0	1	1	1	2							
Hines-Caldwell ES	117		14	18	24	32	29							
Hobby ES	91		10	16	19	34	12							
Horn ES	388	17	63	77	85	76	70							
Inspired Acad														
Isaacs ES	35	1	8	13	6	6	1							
Janowski ES	49		3	6	22	7	11							
Jefferson ES	29		1	2	9	10	7							
JJAEP														
Kandy Stripe	1		0	0	1	0	0							
Kashmere Gardens ES	12		0	2	6	0	4							
Kelso ES	28		4	4	7	5	8							
Kennedy ES	88		8	21	18	17	24							
Ketelsen ES	116	1	12	23	31	29	20							
Kolter ES	248	26	38	47	52	46	39							
Lantrip ES	137	4	11	38	30	27	27							
Law ES	87	14	10	16	15	18	14							

Source: Fall PEIMS Snapshot, 2015

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

APPENDIX C (CONTINUED)
G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2015

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Lewis ES	133		21	26	37	33	16							
Liberty HS														
Lockhart ES	89	3	16	17	20	15	18							
Longfellow ES	114	10	14	17	23	24	26							
Looscan ES	36		3	7	10	10	6							
Love ES	95	4	5	22	27	22	15							
Lovett ES	279	28	44	54	46	52	55							
Lyons ES	170		12	35	41	44	38							
MacGregor ES	116	4	13	27	28	21	23							
Mading ES	13		0	1	1	6	5							
Mandarin Chinese ES	161	6	35	42	40	21	17							
Marshall ES	26		1	11	2	4	8							
Martinez C ES	37		5	5	9	8	10							
Martinez R ES	91		22	19	25	14	11							
McGowen ES	30	3	7	4	3	8	5							
McNamara ES	65	1	5	21	24	12	2							
Memorial ES	25		4	6	7	3	5							
Milne ES	34		1	6	5	14	8							
Mitchell ES	29	3	2	1	8	8	7							
Montgomery ES	63		8	13	14	14	14							
Moreno ES	165		5	36	46	38	40							
Neff ECC	23	6	17											
Neff ES	119			32	37	25	25							
Northline ES	54		2	13	13	14	12							
Oak Forest ES	445	63	74	72	86	74	76							
Oates ES	17		0	1	6	3	7							
Osborne ES	16		8	2	1	2	3							
Paige ES	26	1	0	7	3	11	4							
Park Place ES	208	10	21	55	38	46	38							
Parker ES	199	11	39	35	37	39	38							
Patterson ES	175		12	30	42	37	54							
Peck ES	47		10	13	13	8	3							
Petersen ES	43	2	8	9	10	10	4							
Pilgrim ES	122		11	27	17	18	20	10	13	6				
Piney Point ES	147		18	43	28	37	21							
Pleasantville ES	65	8	18	9	6	10	14							
Poe ES	223	10	27	54	48	41	43							
Port Houston ES	44		9	0	9	11	15							
Pugh ES	37		2	8	11	11	5							
Reagan Ed Ctr	72	4	4	7	4	12	25	4	6	6				
Red ES	189	17	31	47	42	33	19							
Reynolds ES	19		3	3	4	5	4							
Rice School	287	7	16	29	40	32	45	38	39	41				
River Oaks ES	515	56	75	86	80	128	90							
Roberts ES	282	8	56	70	62	43	43							
Robinson ES	40	1	1	12	13	9	4							
Rodriguez ES	80		0	6	20	19	35							
Rogers TH MS	793	65	65	63	65	66	75	139	130	125				

Source: Fall PEIMS Snapshot, 2015

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

APPENDIX C (CONTINUED)
G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2015

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Roosevelt ES	239	22	30	43	38	55	51							
Ross ES	29		3	4	9	6	7							
Rucker ES	89		2	20	20	21	26							
Rusk ES	62		0	4	8	9	11	6	17	7				
Sanchez ES	50		1	14	14	12	9							
Scarborough ES	99		7	30	34	14	14							
Scroggins ES	59		2	13	21	14	9							
Seguin ES	86		5	20	25	16	20							
Shadowbriar ES	87	2	4	7	22	28	24							
Shadydale ES	13		2	3	4	2	2							
Shearn ES	47		0	15	10	7	15							
Sherman ES	60		0	9	10	15	26							
Sinclair ES	101	11	9	12	23	22	24							
Smith ES	53	1	4	6	10	15	17							
Southmayd ES	119		11	32	21	33	22							
St. George ES	77	3	7	17	20	17	13							
Stevens ES	49	3	4	9	16	5	12							
Sugar Grove MS	25								7	6	12			
Sutton ES	179	2	5	43	42	41	46							
Thompson ES	21		1	4	7	2	7							
Tijerina ES	28		0	5	7	7	9							
Tinsley ES	108		20	23	29	19	17							
Travis ES	376	46	60	57	72	70	71							
TSU Charter														
Twain ES	367	13	49	62	98	70	75							
Valley West ES	136		13	29	39	33	22							
Wainwright ES	44		1	7	11	9	16							
Walnut Bend ES	100	12	11	23	21	16	17							
Wesley ES	19		1	3	6	5	4							
West Univ. ES	707	80	93	139	126	130	139							
Wharton Dual Lang.	128	5	11	15	16	15	18	17	14	17				
Whidby ES	34		1	13	8	8	4							
White ES	111	1	2	28	33	16	31							
Whittier ES	47		0	19	19	8	1							
Wilson ES	124	14	17	20	15	15	18	12	6	7				
Windsor Village ES	281	23	37	55	67	47	52							
Woodson School	8		0	2	1	1	0	3	0	1				
Young ES	8		2	2	1	0		3						
Young Scholars	3		0	0	0	0	2	0	0	1				
Attucks MS	17								4	6	7			
Baylor College MS	309							103	97	109				
Beechnut Acad	3							0	1	0	0	2	0	0
Black MS	225							87	67	71				
Burbank MS	464							164	147	153				
Chrysalis MS	134							42	50	42				
Clifton MS	87							18	29	40				
Cullen MS	3							0	3	0				
Deady MS	45							11	13	21				
Dowling MS	56							20	8	28				

Source: Fall PEIMS Snapshot, 2015

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

APPENDIX C (CONTINUED)
G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2015

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Edison MS	62							27	15	20				
Energized MS	1							0	0	1				
E-STEM Central MS	1							0	1	0				
E-STEM West MS	4							1	0	3				
Fleming MS	6							5	0	1				
Fondren MS	49							32	8	9				
Fonville MS	82							21	31	30				
Forest Brook MS	2							2	0	0				
Grady MS	91							29	27	35				
Hamilton MS	404							164	128	112				
Hartman MS	95							32	26	37				
Henry MS	37							11	12	14				
Hogg MS	38							16	12	10				
Holland MS	22							22	0	0				
HS Ahead MS	1							0	1	0				
Jackson MS	98							16	31	51				
Johnston MS	509							204	152	153				
Key MS	4							2	1	1				
Lanier MS	997							345	339	313				
Las Americas MS	0							0	0	0	0	0		
Leland YMCAPA	82							9	15	26	16	12	3	1
Long Acad	96							29	15	16	11	10	12	3
Marshall MS	50							15	6	29				
McReynolds MS	19							10	2	7				
Ortiz MS	63							11	18	34				
Pershing MS	369							169	91	109				
Pin Oak MS	666							239	195	232				
Revere MS	95							32	37	26				
Stevenson MS	262							105	69	88				
Thomas MS	11							3	2	6				
Welch MS	39							16	11	12				
West Briar MS	315							108	96	111				
Williams MS	19							4	6	9				
YWCPA	119							36	22	29	15	12	3	2
Austin HS	151										50	31	38	32
AVA	10										0	0	3	7
Bellaire HS	991										235	246	274	236
Carnege HS	621										182	158	133	148
Challenge EC	161										40	29	47	45
Chavez HS	295										93	84	75	43
Comm. Serv.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Davis HS	100										34	22	26	18
DeBakey HS	545										160	96	118	171
East EC HS	211										61	49	61	40
Eastwood Acad	210										53	52	58	47
Energy Inst HS	164										61	51	52	
E-STEM Central HS	5										2	1	1	1
E-STEM West HS	4										0	0	3	1
Furr HS	62										11	11	21	19

Source: Fall PEIMS Snapshot, 2015

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

APPENDIX C (CONTINUED)
G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2015

School Name	G/T Total	KG	01	02	03	04	05	06	07	08	09	10	11	12
Harper Alt.														
HCC Lifeskills														
Hou Acad. Intl.	129										43	34	26	26
Houston MSTC HS	194										65	40	57	32
HS Perf. Vis. Arts	723										186	206	177	154
Jones HS	24										11	8	1	4
Jordan HS	38										0	4	19	15
Kashmere HS	8										1	2	3	2
Lamar HS	887										254	214	221	198
Law Enf. CJHS	94										24	19	24	27
Lee HS	54										12	12	20	10
Madison HS	125										30	22	32	41
Mid Coll - Fraga	1										0	0	0	1
Mid Coll - Gulfton														
Milby HS	137										22	8	59	48
Mount Carmel Acad.	0										0	0	0	0
N. Houston ECHS	191										71	50	47	23
North Forest HS	19										3	2	6	8
Reach HS														
Reagan HS	496										163	104	117	112
Scarborough HS	35										13	6	10	6
Sharpstown HS	62										13	18	15	16
Sharpstown Intl	173							36	18	28	32	14	23	22
South EC HS	8										3	5	0	0
Sterling HS	29										8	4	12	5
Tx Conn. Acad.	35				0	4	0	2	1	3	6	5	6	8
Waltrip HS	235										67	57	57	54
Washington HS	45										12	10	12	11
Westbury HS	77										24	14	19	20
Westside HS	583										200	146	123	114
Wheatley HS	20										2	3	4	11
Worthing HS	9										1	2	2	4
Yates HS	37										2	4	11	20
Total District G/T	32,200	916	2,016	3,536	3,820	3,558	3,486	2,479	2,098	2,283	2,292	1,879	2,031	1,806

Source: Fall PEIMS Snapshot, 2015

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

APPENDIX D

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/2008–2016

	# Tested								# Qualified											
	2007/2008		2009	2010	2011	2012	2013	2014	2015	2016	2007/2008		2009	2010	2011	2012	2013	2014	2015	2016
											8									
Askew Elementary School		67	61	67	78	70	54	107	101			28	34	21	33	23	22	66	50	
Carrillo Elementary School		23	19	53	37	50	56	67	41			6	7	37	26	23	29	31	22	
De Zavala Elementary School		43	6	55	41	36	40	27	19			22	4	30	18	14	22	9	5	
Herod Elementary School		148	146	157	192	187	221	217	179			66	47	74	87	76	89	107	81	
Oak Forest Elementary School		122	135	130	152	162	208	221	190			42	54	43	59	59	95	88	78	
Pleasantville Elementary School‡		31	2	34	17	18	22	±	±			4	*	8	7	6	7	±	±	
River Oaks Elementary School		349	358	375	403	398	451	440	411			183	177	199	203	207	263	227	220	
T.H. Rogers Elementary School		30	16	54	44	330	332	397	453			21	8	29	12	199	197	225	248	
Roosevelt Elementary School		195	192	236	279	56	23	63	29			81	91	128	151	11	13	20	7	
Travis Elementary School		127	145	145	130	128	160	167	153			59	62	81	66	69	82	90	80	
Windsor Village Elementary School		56	44	82	68	74	73	90	72			23	10	24	34	29	28	39	15	
Vanguard Magnet Total	-/-	1,191	1,124	1,388	1,441	1,509	1,670	1,658	1,648	-/-	535	494	674	696	716	847	902	806		
Alcott Elementary School	-/-	-	-	-	16	10	-	-	-	-/-	-	-	-	2	2	-	-	-		
Ashford Elementary School	19/23	48	33	51	44	29	29	14	23	4/6	12	14	17	20	11	15	5	8		
Bastian Elementary School	-	-	-	-	-	-	-	-	17	-	-	-	-	-	-	-	-	12		
Bell, K. Elementary School	-/-	-	74	73	-	-	-	-	-	-/-	-	11	12	-	-	-	-	-		
Belfort ECC	-/-	-	15	22	24	37	31	37	21	-/-	-	9	5	13	13	7	24	11		
Bonner Elementary School	-/-	-	-	-	-	15	-	-	-	-/-	-	-	-	-	7	-	-	-		
Briargrove Elementary School	-/-	-	-	33	27	18	37	16	11	-/-	-	-	14	6	8	9	5	5		
Briscoe Elementary School	-/-	-	4	-	-	-	-	-	-	-/-	-	*	-	-	-	-	-	-		
Burbank Elementary School	-/-	-	-	-	-	-	-	-	8	-/-	-	-	-	-	-	-	0	-		
Bush Elementary School	-/-	-	37	52	39	48	58	46	55	-/-	-	15	21	22	25	34	23	33		
Cage Elementary School	-/-	-	24	-	-	-	-	-	-	-/-	-	7	-	-	-	-	-	-		
Codwell Elementary School	21/26	18	13	-	-	-	-	-	-	10/12	6	6	-	-	-	-	-	-		
Cook Elementary School	12/8	10	-	21	19	11	-	-	-	3/3	3	-	4	2	0	-	-	-		
Crespo Elementary School	-/-	-	23	-	24	-	-	-	-	-/-	-	4	-	7	-	-	-	-		
Cunningham Elementary School	-/-	-	-	19	15	14	-	-	-	-/-	-	-	12	9	8	-	-	-		
Daily Elementary School	12/5	-	-	-	-	-	-	-	-	1/4	-	-	-	-	-	-	-	-		
Davila Elementary School	-/-	-	11	9	6	-	-	-	-	-/-	-	4	2	4	-	-	-	-		
DeAnda Elementary School	-/-	-	-	-	17	-	-	-	-	-/-	-	-	-	2	-	-	-	-		
Dodson Elementary School	-/-	-	-	23	34	-	-	-	-	-/-	-	-	21	21	-	-	-	-		
Durham Elementary School	-/-	-	28	22	13	-	-	-	-	-/-	-	12	13	3	-	-	-	-		
Emerson Elementary School	14/-	-	-	-	-	-	-	-	-	6/-	-	-	-	-	-	-	-	-		
Farias ECC	-/60	32	-	-	-	-	-	-	34	-/12	8	-	-	-	-	-	-	12		
Field Elementary School	-/15	-	26	-	-	-	-	-	-	-/1	-	6	-	-	-	-	-	-		
Foerster Elementary School	-/-	-	-	14	8	11	5	-	-	-/-	-	-	7	4	10	3	-	-		
Franklin Elementary School	11/18	16	24	24	10	16	15	-	12	5/7	4	9	7	2	7	10	-	2		
Garden Oaks Elementary School	-/-	-	30	16	22	27	-	-	-	-/-	-	11	7	8	17	-	-	-		
Gregory-Lincoln Ed. Ctr.	-/-	-	-	-	-	-	21	23	1	-/-	-	-	-	-	-	5	17	*		
Grissom Elementary School	-/-	-	-	-	-	-	-	21	29	-/-	-	-	-	-	-	-	8	13		
Halpin ECC	-/-	-	-	-	-	-	-	34	32	37	-/-	-	-	-	-	-	13	18		
Harvard Elementary School	14/-	45	42	41	51	56	33	23	28	4/9	14	13	18	20	22	12	14	16		
Harris, J. R. Elementary School	-/-	-	-	-	-	-	-	13	-	-/-	-	-	-	-	-	-	7	-		
Helms Elementary School	15/-	-	20	-	-	18	25	-	-	8/-	-	10	-	-	15	16	-	-		
Henderson, J. Elementary School	-/-	-	-	-	-	21	35	-	-	-/-	-	-	-	-	6	13	-	-		
Isaacs Elementary School	-/-	-	-	-	-	11	14	25	16	-/-	-	-	-	2	6	11	2	-		
Ketelsen	-	-	-	-	-	-	-	-	18	-	-	-	-	-	-	-	-	7		
King ECC	-/80	41	51	35	39	37	36	34	35	-/-	14	23	19	23	26	19	22	18		

Source: Advanced Academics, Summary of Entering Kindergarten Data file, 2015–2016; Vanguard Program Evaluation Report, 2014–2015

*Results not reported for less than 5 students. Note: gray-shaded areas reflect that data are not available, whereas “-” reflects that no students were tested.

‡ Pleasantville Elementary School had been a Board-Approved Magnet School whose status changed to a Vanguard Neighborhood Program in the spring of 2014.

APPENDIX D (CONTINUED)

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/2008–2016

	# Tested										# Qualified									
	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016		
Kolter Elementary School	-/9	24	26	31	45	36	35	36	12	-/7	17	17	22	25	20	19	17	6		
Lantrip Elementary School	-/-	-	16	-	-	-	-	-	-	-/-	-	2	-	-	-	-	-	-		
Laurenzo ECC	-/20	75	-	-	59	-	-	-	-	-/12	12	-	-	15	-	-	-	-		
Law Elementary School	4/4	-	-	-	20	27	26	32	35	*/*	-	-	-	12	18	12	19	9		
Lockhart Elementary School	-/-	17	-	37	27	27	24	17	-	-/-	2	-	21	12	10	9	4	-		
Longfellow Elementary School	-/-	-	-	-	-	-	35	17	31	-/-	-	-	-	-	-	14	9	10		
Love Elementary School	-/-	-	14	5	6	15	14	13	9	-/-	-	1	4	3	5	4	4	2		
Lovett Elementary School	-/15	53	42	42	41	57	33	30	38	-/6	22	17	15	16	20	15	12	16		
MacArthur Elementary School	-/15	12	-	-	-	-	-	-	-	-/4	2	-	-	-	-	-	-	-		
MacGregor Elementary School	21/26	24	-	-	-	-	-	-	-	0/4	3	-	-	-	-	-	-	-		
Martinez, R. Elementary School	15/-	-	-	-	-	-	-	-	-	1/-	-	-	-	-	-	-	-	-		
McGowen Elementary School	-/-	-	-	-	-	21	24	20	21	-/-	-	-	-	-	9	6	4	6		
Memorial Elementary School	-/-	-	-	-	-	-	9	-	-	-/-	-	-	-	-	-	5	-	-		
Mistral ECC	-/65	46	14	17	43	-	-	-	-	-/-	9	4	6	7	-	-	-	-		
Mitchell Elementary School	24/57	27	22	36	11	7	8	15	13	3/11	5	1	10	4	1	3	5	4		
Montgomery Elementary School	5/-	-	-	-	-	-	-	-	-	-/-	-	-	-	-	-	2	-	-		
Neff ECC	-/-	-	-	-	-	-	33	-	27	-/-	-	-	-	-	-	13	-	18		
Neff Elementary School	-/-	-	-	-	-	28	-	17	-	-/-	-	-	-	-	-	18	-	7		
Parker Elementary School	-/-	-	-	-	-	23	9	10	12	-/-	-	-	-	-	-	9	4	5		
Park Place Elementary School	-/-	-	-	-	-	-	18	17	22	-/-	-	-	-	-	-	14	13	12		
Pleasantville Elementary School [±]	-/-	-	-	-	-	-	2	17	9	-/-	-	-	-	-	-	*	12	4		
Peck Elementary School	-/-	-	23	28	-	-	-	-	-	-/-	-	-	1	6	-	-	-	-		
Poe Elementary School	12/32	17	-	19	44	-	-	-	-	2/5	9	-	4	13	-	-	-	-		
Red Elementary School	-/-	-	43	25	20	23	24	17	15	-/-	-	8	12	7	9	10	5	7		
Reynolds Elementary School	-/-	3	-	-	-	-	-	-	-	-/-	1	-	-	-	-	-	-	-		
Rice School (K-8)	-/-	-	4	-	-	-	-	-	-	-/-	-	-	3	-	-	-	-	-		
Robinson Elementary School	-/-	-	-	-	-	-	23	2	15	-/-	-	-	-	-	-	2	-	7		
Sherman Elementary School	26/-	-	-	-	-	-	-	-	15	2/-	-	-	-	-	-	-	-	4		
Sinclair Elementary School	-/-	4	23	-	-	3	4	13	15	-/-	*	8	-	-	*	2	4	10		
Stevens Elementary School	-/-	-	-	-	-	-	-	12	-	-/-	-	-	-	-	-	-	7	-		
Thompson Elementary School	26/-	-	-	-	-	-	-	-	-	10/-	-	-	-	-	-	-	-	-		
Turner Elementary School	-/-	13	-	-	-	-	-	-	-	-/-	1	-	-	-	-	-	-	-		
Wainwright Elementary School	-/-	-	-	-	-	15	-	-	-	-/-	-	-	-	-	6	-	-	-		
Walnut Bend Elementary School	16/15	17	16	22	31	25	49	35	24	2/4	4	9	11	14	16	13	12	13		
West University Elementary School	106/140	125	146	150	150	155	128	141	138	28/49	49	71	66	56	74	64	69	60		
Whidby Elementary School	-/-	15	-	-	-	-	-	-	-	-/-	3	-	-	-	-	-	-	-		
White Elementary School	-/17	-	-	-	-	-	-	-	-	-/8	-	-	-	-	-	-	-	-		
Whittier Elementary School	-/-	-	16	-	-	-	-	-	-	-/-	-	3	-	-	-	-	-	-		
Wilson Elementary School	-/34	-	-	34	29	28	18	17	17	-/10	-	-	8	10	14	6	5	8		
Vanguard Neighborhood Total	373/748	682	860	901	945	872	766	761	789	92/201	203	303	364	364	375	331	354	358		
Vanguard Neighborhood & Magnet	-/-	1,873	1,984	2,289	2,386	2,381	2,436	2,557	2,437	-/-	738	797	1,038	1,060	1,091	1,178	1,256	1,164		

Source: Advanced Academics, Summary of Entering Kindergarten Data file, 2015–2016; Vanguard Program Evaluation Report, 2014–2015

*Results not reported for less than 5 students. Note: gray-shaded areas reflect that data are not available, whereas “-” reflects that no students were tested.

[±] Pleasantville Elementary School had been a Board-Approved Magnet School whose status changed to a Vanguard Neighborhood Program in the spring of 2014.

APPENDIX E
G/T ADVANCED PLACEMENT EXAM RESULTS, 2007

School Name	G/T Participation Rate			G/T AP Exams at or Above Criterion		
	G/T 9-12 Enrollment	Number Tested	Rate %	Exams Taken	# Exams 3 to 5	% Exams 3 to 5
Austin High School	185	76	41.1	121	12	9.9
Bellaire High School	1,113	704	63.3	2,111	1,811	85.8
Carnegie Vanguard High School	349	132	37.8	254	158	62.2
Challenge High School	143	37	25.9	43	27	62.8
Chavez High School	247	157	63.6	330	67	20.3
Davis High School	162	63	38.9	74	10	13.5
DeBakey HSHP	277	161	58.1	389	306	78.7
Eastwood Academy Charter HS	85	2	2.4	2	*	*
Furr High School	47	21	44.7	51	9	17.6
Houston Math, Science & Tech. Ctr.	227	111	48.9	190	8	4.2
HSLECJ	189	50	26.5	86	41	47.7
HSPVA	664	180	27.1	400	277	69.3
Jones High School	50	20	40.0	31	0	0.0
Jordan High School	52	7	13.5	14	1	7.1
Kashmere High School	15	4	26.7	5	*	*
Lamar High School	1,143	39	3.4	39	31	79.5
Lee High School	88	43	48.9	96	13	13.5
Madison High School	197	84	42.6	112	6	5.4
Milby High School	260	127	48.8	232	78	33.6
Reagan High School	232	82	35.3	131	15	11.5
Scarborough High School	57	12	21.1	19	4	21.1
Sharpstown High School	72	26	36.1	53	5	9.4
Sterling High School	77	27	35.1	29	1	3.4
Waltrip High School	353	54	15.3	120	40	33.3
Washington High School	120	26	21.7	55	24	43.6
Westbury High School	139	57	41.0	113	23	20.4
Westside High School	943	599	63.5	1,205	684	56.8
Wheatley High School	79	27	34.2	46	1	2.2
Worthing High School	61	26	42.6	36	0	0.0
Yates High School	65	20	30.8	29	1	3.4
G/T High School Total	7,691	2,974	38.7	6,416	±	57.0
HISD High School Total	45,211	4,811	10.6	9,087	4,294	47.3

Source: 2007 College Board Data file extracted 9/18/2007; Fall PEIMS Snapshot: 2006–2007 enrollment data and G/T status.
 Note: Bellaire and Lamar also offer the International Baccalaureate program. G/T Identification code was missing for 51 students in 2007. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing. There were 59 G/T students from 9 campuses that did not participate in AP testing.

± Totals not reported because two schools tested less than five students.

*Scores not reported for less than 5 students.

APPENDIX F
G/T ADVANCED PLACEMENT EXAM RESULTS, 2016

School Name	G/T 9–12 Enrollment	Number Tested	Rate %	Exams Taken	Exams 3–5	% Exams 3–5
Austin HS	151	61	40.4	98	9	9.2
Bellaire HS	991	537	54.19	1778	1467	82.5
Carnegie HS	621	604	97.26	1856	1338	72.1
Challenge ECHS	161	149	92.55	302	100	33.1
Chavez HS	295	186	63.05	452	125	27.7
DeBakey HS	545	331	60.73	1069	987	92.3
East ECHS	211	129	61.14	164	75	45.7
Eastwood Acad	210	178	84.76	402	172	42.8
Energy Inst HS	164	81	49.39	179	67	37.4
E-STEM Central HS	5	5	100	9	0	0.0
E-STEM West HS	4	4	100	17	*	*
Furr HS	62	18	29.03	26	2	7.7
Heights HS	496	297	59.88	725	120	16.6
Hou Acad. Intl.	129	122	94.57	162	29	17.9
Houston MSTC HS	194	118	60.82	229	30	13.1
HS for Law & Justice	94	79	84.04	200	31	15.5
HS Perf. Vis. Arts	723	280	38.73	685	505	73.7
Jones HS	24	13	54.17	20	2	10.0
Jordan HS	38	35	92.11	62	1	1.6
Kashmere HS	8	5	62.5	17	0	0.0
Lamar HS	887	667	75.2	695	126	18.1
Leland YMCPA	32	26	81.25	53	21	39.6
Long Acad	36	11	30.56	14	5	35.7
Madison HS	125	73	58.4	145	11	7.6
Milby HS	137	98	71.53	221	49	22.2
N. Houston ECHS	191	163	85.34	270	36	13.3
North Forest HS	19	8	42.11	16		0.0
Northside HS	100	57	57	153	24	15.7
Scarborough HS	35	19	54.29	26	2	7.7
Sharpstown HS	62	32	51.61	78	19	24.4
Sharpstown Intl	91	69	75.82	133	58	43.6
South ECHS	8	4	50	6	*	*
Sterling HS	29	19	65.52	32	5	15.6
Tx Conn. Acad.	25	2	8	5	*	*
Waltrip HS	235	120	51.06	249	44	17.7
Washington HS	45	28	62.22	71	18	25.4
Westbury HS	77	45	58.44	93	14	15.1
Westside HS	583	389	66.72	778	466	59.9
Wheatley HS	20	8	40	8	0	0.0
Wisdom HS	54	29	53.7	43	6	14.0
Worthing HS	9	4	44.44	8	*	*
Yates HS	37	23	62.16	37	2	5.4
YWCPA	32	17	53.13	51	8	15.7
G/T High School Total	7,995	5,143	64.3	11,637	5,980	51.4
HISD High School Total	50,579	13,929	27.5	26,868	8,765	32.6

Source: 2016 College Board Data file extracted 10-5-2016; Fall PEIMS snapshot, 2015–enrollment and G/T status.

Note: Bellaire and Lamar also offer the International Baccalaureate program. G/T identification code was missing for 56 students. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing.

*Scores not reported for less than 5 students;

APPENDIX G

G/T PSAT PARTICIPATION COLLEGE AND CAREER READINESS (CCR) PERFORMANCE, 11TH GRADE ONLY, FALL 2015

Schol Name	G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	% of G/T Tested	% Met Final CCR Benchmark ERW>=460	% Met Final CCR Benchmark Math>=510	% Met Both Final CCR Benchmarks	Mean Total
Austin HS	47	42	89.4	38.1	16.7	11.9	892
Bellaire HS	274	264	96.4	96.6	84.8	83.0	1212
Davis HS	30	30	100.0	76.7	53.3	50.0	1007
Furr HS	21	20	95.2	65.0	15.0	15.0	931
Jones HS	1	1	100.0	*	*	*	*
Lamar HS	222	212	95.5	88.7	59.4	58.0	1077
Lee HS	20	17	85.0	35.3	29.4	17.6	897
Madison HS	33	27	81.8	40.7	33.3	25.9	876
Milby HS	82	81	98.8	45.7	17.3	14.8	906
Reagan HS	118	115	97.5	78.3	57.4	51.3	1038
Sterling HS	12	11	91.7	54.5	36.4	27.3	953
Waltrip HS	56	52	92.9	65.4	44.2	42.3	982
Washington HS	12	10	83.3	60.0	50.0	40.0	996
Westbury HS	22	22	100.0	63.6	36.4	31.8	961
Wheatley HS	5	3	60.0	*	*	*	*
Worthing HS	2	2	100.0	*	*	*	*
Yates HS	11	9	81.8	33.3	11.1	0.0	859
Sharpstown HS	13	13	100.0	46.2	30.8	23.1	958
Scarborough HS	10	10	100.0	70.0	30.0	30.0	970
HS Perf. Vis. Arts	177	172	97.2	95.3	73.3	71.5	1174
DeBakey HS	118	118	100.0	100.0	100.0	100.0	1356
Chavez HS	74	71	95.9	83.1	49.3	47.9	1009
Jordan HS	20	18	90.0	61.1	22.2	22.2	933
Law Enf. CJHS	24	24	100.0	91.7	50.0	45.8	1065
Westside HS	100	100	100.0	97.0	86.0	85.0	1193
Long Acad	12	12	100.0	41.7	58.3	33.3	984
Sharpstown Intl	22	21	95.5	66.7	66.7	52.4	1025
Tx Conn. Acad.	6	1	16.7	*	*	*	*
Eastwood Acad	58	58	100.0	82.8	70.7	60.3	1075
Beechnut Acad	1	1	100.0	*	*	*	*
N. Houston ECHS	47	47	100.0	78.7	66.0	57.4	1056
Houston MSTC HS	59	53	89.8	35.8	17.0	13.2	889
E-STEM Central HS	1	1	100.0	*	*	*	*
Carnegie HS	133	133	100.0	99.2	99.2	98.5	1288
Challenge EC	47	47	100.0	93.6	74.5	70.2	1099
East EC HS	61	61	100.0	85.2	67.2	59.0	1053
Hou Acad. Intl.	25	25	100.0	56.0	24.0	24.0	943
E-STEM West HS	3	3	100.0	*	*	*	*
Leland YMCPA	3	3	100.0	*	*	*	*
YWCPA	3	3	100.0	*	*	*	*
Energy Inst HS	51	50	98.0	78.0	48.0	42.0	1044
North Forest HS	6	5	83.3	80.0	40.0	40.0	938
Mid Coll - Gulfton	2	1	50.0	*	*	*	*
Mid Coll - Fraga	2	2	100.0	*	*	*	*
South EC HS	1	1	100.0	*	*	*	*
G/T Grade 11 Total	2,047	1,972	96.3	81.5	63.5	60.2	1098
HISD Grade 11 Total	12,461	9,342	75.0	41.0	24.8	21.5	901

Source: College Board Fall 2015 PSAT data file; HISD PSAT/NMSQT Report, 2015–2016

Note: Number tested only includes students with a valid score and those found in Chancery Extract.

*Scores not reported for less than 5 students tested.

APPENDIX H-1
G/T ACT PARTICIPATION AND PERFORMANCE, GRADUATES ONLY, 2014–2015

School Name	# GT Grads	# of G/T Tested	% of G/T Tested	Mean Composite	% Met English CR		% Met Math CR		% Met Read CR	% Met Science CR		% Met Met All 4		
Carnegie HS	139	106	76.3	29.6	98.1		99.1		91.5	94.3			88.7	
DeBakey HSHP	188	105	55.9	28.6	98.1		98.1		87.6	89.5			82.9	
Bellaire HS	211	100	47.4	28.3	97.0		95.0		91.0	90.0			84.0	
Westside HS	107	55	51.4	26.9	96.4		89.1		81.8	81.8			74.5	
Lamar HS	280	126	45.0	25.3	92.1		81.0		76.2	70.6			60.3	
HS Perf. Vis. Arts	169	64	37.9	24.7	85.9		65.6		70.3	60.9			51.6	
Challenge HS	40	20	50.0	24.4	100.0		70.0		85.0	65.0			50.0	
Eastwood Acad.	42	8	19.0	24.3	75.0		87.5		62.5	62.5			25.0	
Waltrip HS	54	7	13.0	22.4	85.7		57.1		28.6	57.1			28.6	
HAIS	15	11	73.3	22.1	63.6		54.5		54.5	45.5			36.4	
HSLECJ	19	6	31.6	21.7	100.0		83.3		50.0	66.7			50.0	
Chavez HS	53	28	52.8	21.5	75.0		46.4		46.4	39.3			25.0	
East Early College HS	45	32	71.1	20.8	62.5		65.6		43.8	28.1			21.9	
Furr HS	22	6	27.3	20.7	83.3		33.3		50.0	50.0			16.7	
Washington HS	16	9	56.3	20.0	33.3		55.6		44.4	33.3			22.2	
Reagan HS	108	19	17.6	19.9	68.4		36.8		31.6	36.8			15.8	
Austin HS	22	7	31.8	19.7	57.1		14.3		28.6	42.9			14.3	
Davis HS	32	8	25.0	18.8	37.5		50.0		37.5	0.0			0.0	
Wheatley HS	9	6	66.7	18.2	33.3		33.3		16.7	33.3			16.7	
Worthing HS	5	1	20.0	*	*	*	*	*	*	*	*	*	*	
North Forest HS	18	1	5.6	*	*	*	*	*	*	*	*	*	*	
AVA	3	1	33.3	*	*	*	*	*	*	*	*	*	*	
Houston MSTC HS	34	4	11.8	*	*	*	*	*	*	*	*	*	*	
Jones HS	9	2	22.2	*	*	*	*	*	*	*	*	*	*	
Jordan HS	16	3	18.8	*	*	*	*	*	*	*	*	*	*	
Lee HS	14	1	7.1	*	*	*	*	*	*	*	*	*	*	
Leland College Prep.	2	1	50.0	*	*	*	*	*	*	*	*	*	*	
Madison HS	18	3	16.7	*	*	*	*	*	*	*	*	*	*	
Milby HS	29	4	13.8	*	*	*	*	*	*	*	*	*	*	
N. Houston EC HS	20	2	10.0	*	*	*	*	*	*	*	*	*	*	
Scarborough High School	4	2	50.0	*	*	*	*	*	*	*	*	*	*	
Sterling High School	7	1	14.3	*	*	*	*	*	*	*	*	*	*	
Texas Connections Academy	6	1	16.7	*	*	*	*	*	*	*	*	*	*	
Yates HS	10	1	10.0	*	*	*	*	*	*	*	*	*	*	
YWCP	8	4	50.0	*	*	*	*	*	*	*	*	*	*	
Westbury HS	22	0	--	--	--	--	--	--	--	--	--	--	--	
Kashmere HS	3	0	--	--	--	--	--	--	--	--	--	--	--	
E-STEM Central HS	1	0	--	--	--	--	--	--	--	--	--	--	--	
MC HS-Fraga	1	0	--	--	--	--	--	--	--	--	--	--	--	
Sharpstown Intl.	11	0	--	--	--	--	--	--	--	--	--	--	--	
Hope Academy	1	0	--	--	--	--	--	--	--	--	--	--	--	
Sharpstown HS	4	0	--	--	--	--	--	--	--	--	--	--	--	
G/T Total	1,817	755	41.6	25.8	661	87.5	605	80.1	558	73.9	537	71.1	466	61.7

Source: ACT data file, 2015; Graduate File, 2014–2015; Fall PEIMS Snapshot, 2014; 2014–2015 Chancery Demographics File, 5/27/2015

Note: A College Readiness (CR) benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. ACT College Readiness Benchmarks are 18 in English, 22 in Math, 22 in Reading, and 23 in Science.

*Scores not reported for less than 5 students tested; --No data

APPENDIX H–2

COMPARISON OF G/T SAT MET STANDARD PERFORMANCE, COLLEGE BOARD AND TEXAS ACADEMIC PERFORMANCE REPORT (TAPR), 2014–2015

School Name	# of G/T Grads Enrolled	# of G/T Tested	% of G/T Tested	# Met SAT TAPR Standard (≥ 1110)	% Met SAT TAPR Standard (≥ 1110)	# Met SAT CB Standard (≥ 1550)	% Met SAT CB Standard (≥ 1550)
Carnegie HS	139	138	99.3	131	94.9	136	98.6
DeBakey HS	188	188	100.0	156	83.0	179	95.2
Bellaire HS	211	205	97.2	155	75.6	180	87.8
Challenge EC	40	40	100.0	24	60.0	34	85.0
Westside HS	107	106	99.1	72	67.9	88	83.0
HS Perf. Vis. Arts	169	165	97.6	87	52.7	111	67.3
Lamar HS	280	272	97.1	124	45.6	179	65.8
N. Houston ECHS	20	20	100.0	4	20.0	12	60.0
Eastwood Acad	42	41	97.6	12	29.3	22	53.7
Chavez HS	53	52	98.1	17	32.7	24	46.2
East EC HS	45	45	100.0	8	17.8	18	40.0
Washington HS	16	15	93.8	4	26.7	6	40.0
Sterling HS	7	5	71.4	2	40.0	2	40.0
Law Enf. CJHS	19	19	100.0	1	5.3	6	31.6
Hou Acad. Intl.	15	14	93.3	4	28.6	4	28.6
Furr HS	22	22	100.0	3	13.6	6	27.3
Jordan HS	16	15	93.8	3	20.0	4	26.7
Davis HS	32	31	96.9	5	16.1	8	25.8
Waltrip HS	54	51	94.4	9	17.6	13	25.5
YWCPA	8	8	100.0	1	12.5	2	25.0
Reagan HS	108	107	99.1	15	14.0	26	24.3
Austin HS	22	20	90.9	3	15.0	4	20.0
Milby HS	29	26	89.7	2	7.7	5	19.2
Sharpstown Intl	11	11	100.0	0	0.0	2	18.2
Westbury HS	22	22	100.0	1	4.5	3	13.6
Madison HS	18	18	100.0	1	5.6	2	11.1
Wheatley HS	9	9	100.0	1	11.1	1	11.1
Houston MSTC HS	34	32	94.1	3	9.4	3	9.4
North Forest HS	18	17	94.4	0	0.0	0	0.0
Lee HS	14	14	100.0	0	0.0	0	0.0
Yates HS	10	10	100.0	0	0.0	0	0.0
Jones HS	9	9	100.0	0	0.0	0	0.0
Tx Conn. Acad.	6	3	50.0	*	*	*	*
Worthing HS	5	5	100.0	0	0.0	0	0.0
Sharpstown HS	4	4	100.0	*	*	*	*
Scarborough HS	4	4	100.0	*	*	*	*
Kashmere HS	3	3	100.0	*	*	*	*
AVA	3	2	66.7	*	*	*	*
Leland YMCPA	2	2	100.0	*	*	*	*
E-STEM West HS	1	1	100.0	*	*	*	*
Hope Acad.	1	1	100.0	*	*	*	*
G/T Total	1,816	1,772	97.6	852	48.1	1,086	61.3

Source: SAT data file, 2014–2015; Graduation file, 2014–2015; Fall PEIMS Snapshot, 2014; 2014–2015 Chancery Demographics File, 5/27/2015

Note: The criterion score as defined by The Texas Academic Performance Report (TAPR) for the SAT is a score that is greater than or equal to an 1110 on the reading and mathematics sections only. The criterion score as defined by the College Board (CB) is a score that is greater than or equal to a 1550 on the reading, mathematics, and writing sections.

*Scores not reported for less than 5 students.

APPENDIX I
G/T PROFESSIONAL DEVELOPMENT, 2015–2016

Course	Course Description	Session Duration	N
AP5020	MTG: AP Language PLC	2	72
AP5021	MTG: AP Calculus PLC	2	100
AP5022	MTG: AP US History PLC	2	95
AP5023	MTG: AP World History PLC	2	123
AP6361	AP Macro PLC	2	50
AP6362	AP Gov & Politics PLC	2	61
AP6363	AP Biology PLC	2	88
AP6364	AP Lit and Composition PLC	2	91
AP6365	MTG: 6-12 AP Coordinators	2	92
AP6367	Revised G/T Framework 6-12	6	32
AP6370	Beyond Projects 6-12 G/T	6	87
AP6371	Social and Emotional K-12 G/T	3	26
AP6372	G/T: Multi Ways of Engageme	3	28
AP6373	Depth and Complexity 6-12 G/T	6	86
AP6374	Nature and Needs	6	82
AP6375	Revised G/T Framework K-5	6	13
AP6376	G/T K-5 Teachers (30 hours)	30	154
AP6377	Beyond Projects K-5 G/T	6	83
AP6379	Depth and Complexity K-5 G/T	6	80
AP6380	NMSI Gr 9-12 AP Physics 1	28	27
AP6381	NMSI Gr 9-12 AP Physics 2	28	4
AP6382	NMSI Gr 9-12 AP Calculus AB	28	23
AP6383	NMSI Gr 9-12 AP Calculus BC	28	8
AP6384	NMSI Gr 9-12 Ap Chemistry	28	22
AP6385	NMSI Gr 9-12 AP English Lang	28	33
AP6386	NMSI Gr 9-12 AP Env Science	28	16
AP6387	NMSI Gr 9-12 AP Stats	28	20
AP6388	NMSI Gr 9-12 AP Comp Science	28	5
AP6389	NMSI Gr 9-12 AP Eng. Lit	28	30
AP6390	NMSI Gr. 9-12 AP Biology	28	25
AP6391	AP Human Geography PLC	2	52
AP6392	AP Statistics PLC	2	66
AP6401	The Creative Classroom K-5 GT	6	75
AP6402	GT Gr 6-12 Tchrs (12 hours)	12	20
AP6403	ONLINE: Creative Clasm K-5	6	27
AP6404	Online: GT K-5 (30 hrs)	30	729

Source: e-TRAIN data file, 2015–2016; Advanced Academics Professional Development Offerings, 2015–2016

Note: Educator hours were based on completing the session and the length of the session offered.

APPENDIX I (CONTINUED)
G/T PROFESSIONAL DEVELOPMENT, 2015–2016

Course	Course Description	Session Duration	N
AP6405	GT DI: Adapt Depth/Pace/Deliv	3	46
AP6406	GT DI: Multi Ways of Engagemen	3	62
AP6407	GT DI: Flexible Grouping	3	49
AP6408	ONLINE:GT Gr 6-12 (30 hrs)	30	285
AP6409	ONLINE: GT Gr. 6-12 (30 hrs)	30	9
AP6410	GT DI: Adapt Depth/Pace/Deliv	3	43
AP6411	GT DI: Multi Ways of Engagemen	3	49
AP6412	GT DI: Flexible Grouping	3	49
AP6413	NMSI Gr 3-5 PreAP Eng and SS	24	4
AP6414	NMSI Gr. 3-5 PreAP Math and Sc	24	6
AP6414	NMSI Gr. 3-5 PreAP Math and Sc	26	1
AP6415	NMSI Gr. 6-8 PreAP Math	24	6
AP6415	NMSI Gr. 6-8 PreAP Math	26	19
AP6419	NMSI Gr 9-12 PreAP Biology	24	11
AP6419	NMSI Gr 9-12 PreAP Biology	26	6
AP6421	MTG: AP US Gov & Psychology	7	31
AP6422	MTG: AP World History	7	41
AP6423	MTG: AP US History	7	40
AP6424	ONLINE: Monitoring Rigor K-12	3	242
AP6425	AP Capstone PLC 9-12	2	14
AP6426	MGT: Buck Inst for Ed-PBL K-12	7	47
AP6427	NMSI Gr 9-12 PreAP Math	6.5	144
AP6428	NMSI Gr. 6-8 PreAP English	6.5	26
AP6429	NMSI Gr. 9-12 PreAP English	6.5	136
AP6430	NMSI Gr 6-8 PreAP Science	6.5	66
AP6431	NMSI Gr 3-5 PreAP Eng and SS	6.5	25
AP6432	NMSI Gr 9-12 PreAP Chemistry	6.5	55
AP6433	NMSI Gr. 6-8 PreAP Math	6.5	88
AP6434	NMSI Gr. 3-5 PreAP Math and Sc	6.5	28
AP6435	NMSI Gr 9-12 PreAP Biology	6.5	69
AP6436	ONLINE: GT 12 Hours 6-12	12	81
AP6437	Beyond Projects K-5	6	11
AP6438	GT Revised Scholars & Knowledg	6	30
AP6439	ONLINE G/T Nature & Need K-12	6	54
AP6446	ONLINE: Diffn Techn Tools K-12	6	13
Duplicated e-TRAIN Count			4,511
Unduplicated e-TRAIN Count			2,772
Educators with 6 or more hours			2,463
Educators with 30 or more hours			1,341

Source: e-TRAIN data file, 2015–2016; Advanced Academics Professional Development Offerings, 2015–2016
Note: Educator hours were based on completing the session and the length of the session offered.

APPENDIX J

GIFTED AND TALENTED TEACHER AND COORDINATOR SURVEY QUESTIONS AND RESULTS, 2016

1. Describe the Gifted and Talented Program on your campus:

A total of 215 teachers or coordinators provided at least one response from 82 schools, with 51 providing no response. A total of 6 respondents did not identify their campuses, but provided data.

Student Assessment

- Identified students (N=20)

Service Design/Curriculum and Instruction

Program Design/Delivery Model: Vanguard Magnet/Vanguard Neighborhood (N=32)

- Pull-Out (N=6)
- Cluster (N=47)
- Homogeneous (N=4)

Classroom Activities/Enrichment Activities (N=110)

- Projects, Project Based Learning, Inquiry, Independent Research, IIM, TPSP, AP Seminar, Pre-AP/AP, Pre-IB/IB, HS Credit/Electives, Renzulli, Complex Tasks/Higher Order Thinking (HOT)/Rigor

Enrichment Activities-Outside of the Classroom (N=23)

- Robotics, chess, UIL, athletics

Grouping (N=16)

Acceleration (N=3)

Leadership (N=2)

Meetings with students to inform progress (N=1)

Differentiate (N=29)

Professional Development

- G/T trained teacher (N=24)
- Teacher meetings with G/T Coordinator (N=1)

Family-Community Involvement

- Parent meetings to inform progress (N=1)
- G/T Expo-Student Presentations/Displays (N=12)

Other

- No G/T Services Outlined (N=23)
- Nonexistent or None (N=9)
- Building a G/T Program (N=4)
- Weak/Limited G/T Program (N=2)
- N/A or No Comment (N=2)
- Don't Know (N=2)
- Peer Tutoring (N=1)

2. What program design do you implement?

Table 2. G/T Program Designs

N	%	Item
68	25.4	Homogeneous classes
76	28.4	Cluster Classes
79	29.5	Both Cluster and Homogeneous
42	15.7	I don't know
3	1.1	No Response
268	100.0	Total

Source: SurveyMonkey Data File, May 2016

APPENDIX J (CONTINUED)**3. What strategies are used to serve gifted and talented children? Please choose all that apply.**

Table 3. G/T Strategies Used		
N	%	Item
219	17.1	Differentiation
173	13.5	Ability Grouping
154	12.1	Rubrics
142	11.1	Independent Research
130	10.2	Instruction is matched to student interest
130	10.2	Acceleration
87	6.8	Providing a Support Network
74	5.8	Curriculum Compacting
69	5.4	Developmental Language
46	3.6	Individual Education Plan (IEP)/Personalized Gifted Education
42	3.3	Placement with Higher Grade
11	0.9	None
1,277	100.0	Total

Source: SurveyMonkey Data File, May 2016

3a. Other strategies (please specify)

A total of 21 participants provided at least one response.

- Research Projects (N=4), International Baccalaureate Organization Strategies (N=3), Student-based inquiry (N=2), Campus leadership and mentoring roles (N=2), Small/Flexible groups (N=2), N/A (N=2), Independent Investigation Method (IIM) (N=1), Project Based Learning (PBL) (N=1), Odyssey of the Mind (OM) (N=1), AP Strategies (N=1), Student-led learning fairs (N=1), Close parent contact (N=1), Robotics (N=1), Accelerated Independent Reading (N=1).

4. Of the above options, do you think the gifted and talented children are having their needs met?

Table 4. Percentage of Respondents Indicating G/T Needs are Met		
N	%	Item
75	28.0	All of the time
178	66.4	Some of the time
14	5.2	None of the time
1	0.4	No Response

Source: SurveyMonkey Data File, May 2016

5. How do you identify the interests of gifted learners in your school/classroom?

A total of 224 respondents provided at least one response. Nineteen respondents did not state specifically how they identified the interests of gifted learners, and one respondent stated, "N/A." There were a total of 334 responses. The top five categories are listed below.

- Student Survey/Student Interest Inventory/Parent Questionnaire (N=98)
- Discussions/Conversations (N=81)
- Observation/Evaluation/Monitoring/Classroom Activities (N=45)
- Test (N=21)
- Projects & Research (AP, TPSP) (N=19)

APPENDIX J (CONTINUED)

6. What methods do you use to communicate to your parents about how your program is implemented?

A total of 230 participants provided at least one response. Five respondents did not specify any method of communication. Seven respondents indicated they did not communicate information about how the G/T program was being implemented. Five respondents indicated they didn't know, and five respondents indicated N/A.

- **Verbal Communication (N=174)**
 - Parent Meetings (N=59)
 - Conferences (N=49)
 - Call outs/Phone calls/Text messages (N=42)
 - Recruiting (N=9)
 - Word-of-Mouth (N=4)
- **Written Communication (N=165)**
 - Letters/Notes home (N=84)
 - Newsletters/Newspapers (N=41)
 - Flyers (N=22)
 - Project/Activities/Rubrics (N=12)
 - Progress Reports/Report Cards (N=6)
- **Electronic (N=66)**
 - E-Mail (N=50)
 - Social Media/Community Engagement Websites (i.e. ClassDojo, EDMODO, Livingtree, Gradespeed, Pogil, Wiki, and Remind101) (N=16)
- **Exhibition/Presentation (i.e. G/T Expo) (N=6)**

7. What obstacles do you face with G/T Program implementation?

A total of 217 participants provided at least one response, with 28 stating they faced no obstacles, and ten responding with "N/A."

- The top three obstacles cited were time (N=57), strategies (N=32), and limited resources/technology (N=27). Statements such as "time to plan and implement their needs," and "resources and strategies for students that work in the more urban settings," reflect representative remarks.

8. How likely is it that you would recommend the G/T program at your school to a friend or colleague?

A total of 261 participants provided rated their G/T program on a scale from 1 to 10 with 1 being the lowest rating and 10 being the highest rating..

- On average, respondents rated their G/T programs as a 6.9, with zero being the minimum score and 10 being the maximum score.

9. Any comments about the G/T Program?

A total of 103 participants provided at least one response, with 38 respondents indicating they had no comment about the G/T program.

- Positive (N=14) and Negative (N=10) comments comprised the two categories with highest number of responses.

APPENDIX J (CONTINUED)

9. Any comments about the G/T Program-continued

- Assistance Needed (N=10), Student Assessment (N=9), Training (N=8), and Program Design (N=7), and Curriculum (N=7) made up the remaining categories.